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ABSTRACT

As part of the National Assessment of Educational Progress on reading, this volume reflects the theme of reference materials. Divided into subthemes, the first requires the individual to know appropriate reference sources, since reference sources are best utilized when an individual knows which type of reference to consult for a specific kind of information. The second subtheme requires the individual to use reference materials effectively, since once the appropriate source is located, an individual must be able to extract the desired information. In all but one exercise (which incorporated a real dictionary) facsimiles of reference materials were used. In addition to introducing the theme, the volume describes the results obtained from the assessment. (Sample exercises and charts do not reproduce well due to type size.) (HOD)

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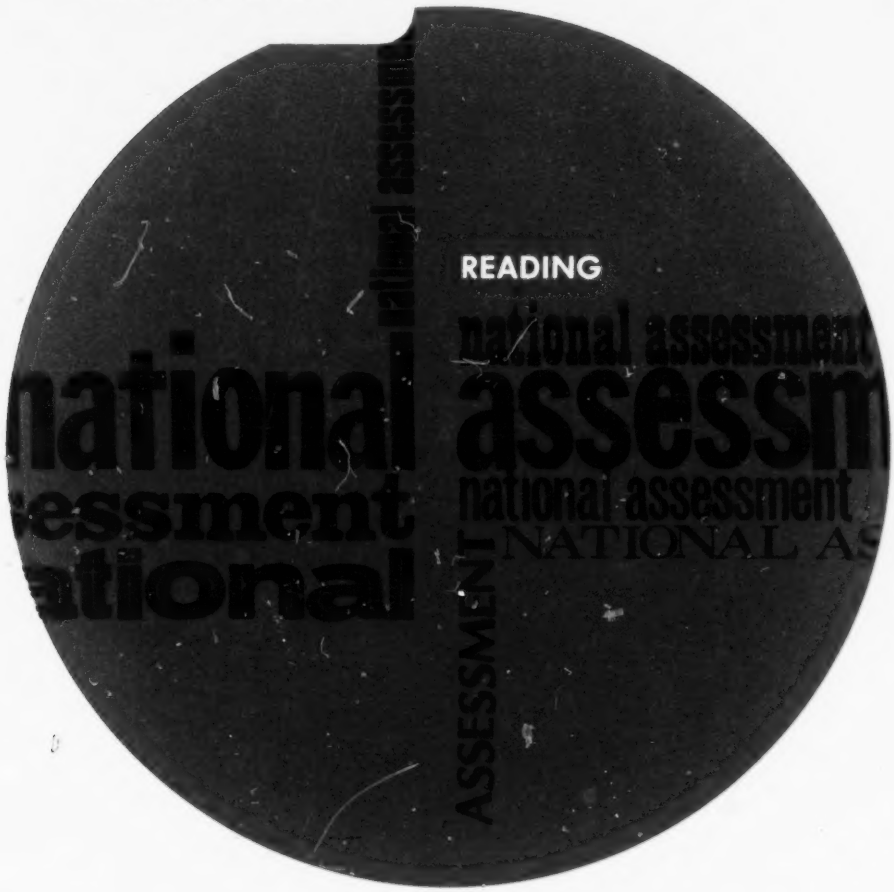

REPORT 02-R-04

REFERENCE MATERIALS

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OE 00630

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of the Education Commission of the States

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Assessment Reports

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# 4	Science: Group Results A	April, 1971
# 5	Writing: Group Results A	April, 1971
# 6	Citizenship: Group Results A	July, 1971
# 8	Writing: Writing Mechanics	February, 1972
# 9	Citizenship: Group Results B	May, 1972
#02-GIY	Reading and Literature: General Information Yearbook	May, 1972
#02-R-00	Reading: Summary (Preliminary Report)	May, 1972
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#02-L-02	Literature: Responding to Literature (Theme 2)	April, 1973
#02-R-01	Reading: Understanding Words and Word Relationships (Theme 1)	April, 1973
#02-L-03	Literature: Recognizing Literary Works and Characters (Theme 3)	April, 1973
# 7	Science: Group Results B	May, 1973
#11	Writing: Group Results A & B	May, 1973
#02-R-08	Reading: Critical Reading (Theme 8)	May, 1973
#02-L-04	Literature: A Survey of Reading Habits (Theme 4)	May, 1973
#02-R-03	Reading: Written Directions (Theme 3)	May, 1973
#02-R-05	Reading: Gleaning Significant Facts from Passages (Theme 5)	May, 1973
#02-L-00	Literature: Summary Data	June, 1973
#02-R-02	Reading: Graphic Materials (Theme 2)	June, 1973
#02-R-20	Reading: Released Exercises	July, 1973
#02-R-06	Reading: Main Ideas and Organization (Theme 6)	July, 1973
#02-R-04	Reading: Reference Materials (Theme 4)	July, 1973

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INTRODUCTION TO THE THEMES

The results for the Year 02 assessment (Reading and Literature) are the first to be reported by theme. Conceptually, a theme defines a set of existing and potential exercises that relate to each other in content or some central idea that is meaningful to the subject area of concern. This format allows presenting all relevant results for each theme in a single report. The eight Reading themes are described briefly at the end of this introduction.

In its broadest sense, "reading" can mean such diverse things as a fortune teller's "reading" tea leaves, one person "reading" another's facial expression and so on. National Assessment is concerned with "reading" in a narrower sense--those "reading skills" usually taught in the schools--and the percentages of individuals who have attained those skills.

In everyday life, people encounter such diverse types of reading materials as books, newspapers, reference works, directions, sundry graphic materials and others. Many of these materials can be read "on the surface" or "in depth." A person may simply glean isolated facts from reading materials; or he may relate these facts to recognize the central idea the facts support, draw complex inferences from the facts or criticize the content. In his essay, "Of Studies," Francis Bacon said,

> Some books are to be tasted, others to be swallowed, and some few to be chewed and digested: that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. . . Reading maketh a full man; . . .therefore, . . .if [a man] read little, he had need have much cunning, to seem to know that he doth not.

Some types of reading materials, therefore, neither require nor merit a deep, penetrating study that involves high level behaviors. Extrapolating from the Bacon quotation, we might say that a "good" reader can, first of all, discriminate between those materials that are best read shallowly and those that require a reading in depth. Then when he finds a work that needs to be "chewed and digested," he is able to do so effectively. A "poor" reader, on the other hand, can <u>at best</u> cope with the

"shallower" types of reading materials and can only muddle on the surface of more profound works.

The Reading themes represent both a variety of reading materials and a variety of behaviors these materials require. They were developed by members of the National Assessment staff and reading specialists to cluster the Reading exercises into reporting categories that are meaningful to lay persons, scholars and educators who are concerned with the reading skills of various groups of young Americans.[1]

The themes are numbered--the lower numbers designating skills that are usually identified with early reading and the higher numbers designating high order skills. Successful performance on exercises in the higher numbered themes requires some of the abilities measured in the lower numbered themes in addition to the higher order skill. This increasing complexity is apparent in the brief descriptions (below) of the Reading themes. A more detailed description of each theme appears in Chapter 1 of the respective theme report.

Theme 1: Understand Words and Word Relationships

Since most reading materials contain words, any cognitive behavior toward them requires at a minimum that the reader be able to understand the meanings of words and how words relate to form a meaningful whole. Exercises in this theme are of three types. One type requires the individual to give the meaning of a word occurring in isolation; another type requires the individual to derive the meaning of a word from its contextual use; and a third type requires the individual to recognize when sets of words relate to form a meaningful whole.

* * * * * * * * *

A person must be able to do more than merely recognize words and word relationships. In order to function adequately in everyday life, he must also be able to glean important facts from many types of materials. Themes 2-5 are all concerned with a person's ability to identify and extract significant factual information, but they differ in the method used to present the factual information.

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[1]See Chapter 3, General Information Yearbook (Report 02-GIY).

Theme 2: Graphic Materials

Subtheme A: Interpret drawings and pictures
Subtheme B: Read signs and labels
Subtheme C: Read charts, maps and graphs
Subtheme D: Read forms

Theme 2 is characterized by materials using a variety of formats other than line-by-line narrative to convey their messages. Graphic materials can be used alone in lieu of line-by-line narrative or can be used in conjunction with line-by-line narrative to clarify or augment its meaning.

Theme 3: Written Directions

Subtheme A: Understand written directions
Subtheme B: Carry out written directions

Directions are information-imparting materials that tell how to do something. The subtheme understand written directions requires only that an individual indicate that he could perform what the directions state, given the opportunity. The subtheme carry out written directions requires the individual to actually perform what the directions state under circumstances that imply understanding as a prerequisite for adequate performance.

Theme 4: Reference Materials

Subtheme A: Know appropriate reference sources
Subtheme B: Use reference materials effectively

In order to utilize information from reference materials, an individual must first know which type of reference to consult for a specific kind of information. This is the requirement of the subtheme know appropriate reference sources. Once the appropriate source is located, an individual must be able to extract the desired information, that is, use reference materials effectively. In all but one exercise--which incorporated a real dictionary--in the latter subtheme, facsimiles of reference materials were used.

Theme 5: Gleaning Significant Facts From Passages

This theme requires the most concrete level of behavior toward line-by-line narrative. Some exercises require the individual to extract certain facts while the passage is still available to him for reference. Other exercises require the

individual to recall certain facts when the passage is no longer available. Still other exercises require the individual to discern ways in which certain facts relate to each other. While all three types of exercises are concerned with facts, they require increasingly high levels of behavior.

* * * * * * * * *

Only if a person can successfully glean important facts from the types of materials in Themes 2-5 is he able to function adequately in everyday life. A good reader, however, goes beyond just gleaning facts from materials. He is able to engage in higher levels of behavior toward the materials. These higher level behaviors are the topics of Themes 6-8. Most of the exercises involve line-by-line narrative, but some represent materials like those in Themes 2-4.

Theme 6: Main Ideas and Organization

Identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some exercises require the individual to identify the main idea being expressed in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts.

Theme 7: Drawing Inferences

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. For some exercises, the individual needs only the information in the passage to derive a conclusion; for others, however, he must also have some additional information based upon his prior experience.

Theme 8: Critical Reading

Critical reading requires from an individual the highest level of behavior--analysis and reasoning. In addition, it requires a reaction to or an opinion about the passage. Critical reading represents a deep interaction between author and reader that can lead to an understanding that is greater than the contribution of either.

METHODS OF DESCRIBING THE DATA

In order that the reader of this and other National Assessment reports be able to obtain the fullest benefit and meaning of the data we describe, we recommend that the reader consult the General Information Yearbook (Report 02-GIY). This Yearbook discloses the origin, purposes and goals of the National Assessment project and the philosophy of assessment as contrasted to standardized testing. The Yearbook also presents the operational procedures and methods we use to obtain, score, analyze and describe our data. We believe that this information is essential for the reader to obtain a full understanding of National Assessment data.

Describing the Data

We report results for four age levels (9, 13, 17 and young adult, 26-35). Within each age level across the nation as a whole (national level), we give results for four regions of the country (Northeast, Southeast, Central and West); two sexes (male and female); two colors (Black and White); four levels of parental education (no high school, some high school, graduated from high school and post high school); and seven sizes and types of community for ages 9 and 13 and in-school age 17 (extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type of community information was not available for individuals in the out-of-school assessment (young adults and some 17-year-olds). For this reason, we report for young adults, only the results for four sizes of community (big city, small place, medium city and urban fringe). The size and type of community data reported for 17-year-olds applies only to those enrolled in school at the time of assessment.[1]

Most exercises have answers that can be scored "correct" or "incorrect." Many others, however, while having answers that cannot be scored "correct" or "incorrect," have some best answer or most desirable answer. We use the term--percentage of success --to describe the proportion of individuals who gave the correct, best or most desirable answer to an exercise. We express a

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[1]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of these age levels and groups.

percentage of success for the nation as a whole (entire age level) and for each of these groups on each exercise.

We then determine the difference between the percentage of success for each group and the percentage of success for the nation as a whole, and the number we obtain is called an effect. An effect is expressed as the percentage of success for a group minus the percentage of success for the nation as a whole. For example:

Northeast % of Success	-	National % of Success	=	Northeast Effect

A positive (greater than zero) effect means that a larger percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 74% of 13-year-olds in the Northeast gave an acceptable answer, but only 68% of the 13-year-olds in the nation as a whole gave an acceptable answer, the Northeast effect for 13-year-olds would be

Northeast % of Success	-	National % of Success	=	Northeast Effect
74%	-	68%	=	6%

A negative (less than zero) effect means that a smaller percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 52% of 9-year-olds in the West gave an acceptable answer but 60% of 9-year-olds in the nation as a whole gave an acceptable answer, the West effect for 9-year-olds would be

West % of Success	-	National % of Success	=	West Effect
52%	-	60%	=	-8%

Limitations of the Data

The National Assessment of Educational Progress was created to provide data regarding the educational achievements of various groups of young Americans in 10 subject areas.[2] Within the

[2]Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

limits of error due to measurement[3] and sampling error,[4] the data presented in National Assessment reports accurately describe the educational achievements of these groups as they exist in the real world. These data portray the problems facing education--improving the educational achievements of various groups of students.

Although we refer to the observed difference between an achievement for a group and that for the nation as a whole as a group effect, we do not imply a cause-effect relationship between membership in a group and that group's level of achievement. Our use of the term effect derives solely from a statistical usage. National Assessment is not intended to provide reasons for differences if they exist. Many factors can and frequently do affect the educational achievements of members of various groups. Consider, for example, a hypothetical group whose achievement is well above the national level. Most members of the group may attend schools that have excellent physical facilities and high quality faculties, belong to high social-economic families, have many reading materials available in the home, be encouraged by their parents and so on. All these factors--and others--could contribute to the group's high level of achievement while membership in the group itself may contribute very little or nothing. We simply cannot assess some of these contributing factors directly. Some of these factors are points of sensitivity to various groups. The information necessary to assess certain factors is often not obtainable (for example, younger children may not know the information). Other factors may not yet have been identified. The factors we assess "stand in" for many other factors that can and do influence educational achievement and, therefore, reflect different levels of achievement among groups.

The name of a group is merely a categorical label. Therefore, the characteristic(s) indicated by a group's name must not

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[3]Measurement error stems from three basic sources: (1) the measuring instrument; for example, instructions may be misleading or questions may be vaguely phrased or contain a tipoff to the correct answer; (2) the examinee; for example, may be emotionally upset, physically ill or handicapped or lack motivation; and (3) the measurement situation; for example, temperature and lighting conditions, noise level, pleasantness of surroundings and the test administrator.

[4]When data are obtained from samples of entire populations, it is improbable that the numbers we obtain are exactly the same as we would have obtained from the entire population. See the General Information Yearbook, Chapter 10 and Appendix C (Report 02-GIY) for a discussion of sampling error and standard error.

be construed as necessarily being the cause or even as being a cause for the high or low achievement of that group compared to the national level. Often, a disproportionately large percentage of members of a group of interest are also members of particular groups defined by other factors, all these factors may contribute to the group's high (or low) level of achievement.

The aim of National Assessment is to describe the educational achievements of entire groups, that is, populations. While we do not obtain data from all members of any group, we obtain data from carefully selected representative samples. Even data obtained in this way, however, are subject to error. Because of this error, the group effects we observe in the sample data will not be exactly the same as they would be if we were to assess all members of the group. We use statistical procedures to determine the probable extent of this sampling error.

Our major concern is with the direction of population effects. When we look at each sample effect, therefore, we need to ask, "Is this sample effect large enough that we can be reasonably certain that the direction of the population effect is the same as that of the sample effect?" When the size of a sample effect is at least two times as large as its standard error, the probability is at most 5% that an effect this large or larger would be obtained from a sample if no real population effect in that direction existed. We call such effects reliable and indicate them on exhibits with asterisks (*) to show that the indicated direction is reasonably certain for the population effect.

Reasonable certainty of direction is often not the same as a sample effects' being large enough for the corresponding population effect to be of practical importance. This must be judged by the user. In making such judgments about sample effects, however, the user must pay attention to their reliability. If a sample effect is not reliable--if we cannot be reasonably certain that it has the same direction as the corresponding population effect, we cannot place much weight on its size even if we would judge its size and direction quite important knowing this value to be the population effect.

Summarizing the Data

In summarizing the data for a group, we talk of the group's overall behavior and certain specific behaviors. An overall behavior is represented numerically by the group's median effect and reflects its relative performance as a whole on a theme. A specific behavior is represented numerically by a group's effect on a given exercise (or part of an exercise) and reflects its relative performance only on that exercise (or part). Summary

Summary statements about a group's overall behavior are derived from the group's specific effects on the individual exercises in a theme; however, it is often the case that such general statements about overall behavior do not adequately describe some of the specific effects. Therefore, caution must be exercised when applying summary statements to individual exercises. Summary statements describe a group's overall behavior on a set of exercises, that is, the behavior we would expect from the group based on the data at hand. In addition to describing each group's overall behavior, we also indicate those exercises on which each group behaved differently than we would expect relative to its own overall or median level.[5]

In summarizing the data for a theme, we would like to make a single statement that describes each group's overall behavior relative to the national level. One suitable number that describes such overall behavior is the group's median effect. It tells where the center of the distribution of a group's effects is located, that is, half the effects are above and half below the median value. However, it could be misleading to say that a group's overall behavior is above or below the national level simply because its median effect is above or below the national level. A group whose median effect is close to the national level (for example, 0.2) probably behaved more like than very different from the national level on the given set of exercises (theme).

We stated above that we could place little weight on unreliable effects. However, if a large enough proportion of a group's effects--even if none are reliable--occur either above or below the national level, we have an indication that the group's overall behavior tends to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group has many reliable effects, we have an indication that the group's overall behavior differs more strongly from the national level. We have adopted the following rules to describe when a group's overall behavior (1) tends to be about the same as the national level, (2) tends to be different (differs weakly) from the national level or (3) is characteristically different (differs strongly) from the national level.

1. A group's overall behavior on a theme tends to be about the same as the national level if fewer than

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[5]A median is the point in an ordered set of values below which 50% of the values occur. For a more complete description of the median, see the General Information Yearbook, Appendix E (Report 02-GIY).

75% of its effects occur either above or below the national level. In other words, if a group's upper quartile[6] effect is positive (greater than zero) and the lower quartile[6] effect is negative (less than zero), the group's overall behavior tends to be about the same as the national level.

2a. A group's overall behavior on a theme tends to be above the national level if at least 75% of its effects are positive. In other words, if a group's lower quartile effect is positive, the group's overall behavior tends to be above the national level.

2b. A group's overall behavior on a theme tends to be below the national level if at least 75% of its effects are negative. In other words, if a group's upper quartile effect is negative, the group's overall behavior tends to be below the national level.

3a. A group's overall behavior on a theme is characteristically above the national level if at least 75% of its effects are positive and if more than 50% of its effects are reliably greater than zero.

3b. A group's overall behavior on a theme is characteristically below the national level if at least 75% of its effects are negative and if more than 50% of its effects are reliably less than zero.

Both directional tendencies and directional characteristics provide a means of comparing each group's overall behavior with the national level. They do not tell us, however, on which exercises a group behaves quite differently than we would expect on the basis of its overall behavior.

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[6]The lower quartile is the point in an ordered set of values below which 25% of the values occur. The upper quartile is the point in an ordered set of values below which 75% of the values occur. For a more complete description of the quartiles, see the General Information Yearbook, Appendix E (Report 02-GIY).

Atypical Group Behaviors

In addition to describing each group's overall behavior relative to the national level, we describe each group's specific behaviors relative to its own overall level of behavior. As we stated earlier, a suitable number that describes a group's overall behavior is its median effect. Note on Exhibit M-1 how a group's effects distribute around the median point. An arrow (→) indicates the location of the median point of each distribution. For many groups, some effects stand notably apart from most of those in the distribution. We can think of these outstanding effects as representing a group's atypical behaviors, that is, the group's specific effects that differ markedly from its overall behavior (or median level). We have adopted the following rule to identify those exercises on which a group exhibits atypical behavior.

If an effect for a given exercise departs from the median effect by an amount at least two and one half times as large as the pooled standard error[7] of all the group's effects for a given set of exercises (theme), the group's behavior on that exercise is atypical. Again, look at the example exhibit (M-1). The zero line (Ø) represents the national level of behavior. An effect is represented by a box with an X (☒) unless it is atypical. An atypical effect is represented by an open box (☐).

If a group's overall behavior has no directional tendency, that is, if it tends to be about the same as the national level, it suffices to say that an atypical behavior is high or low for that group. See, for example, the distribution of effects for the small city group (SC) on Exhibit M-1.

On the other hand, if a group's overall behavior has either a directional tendency or a directional characteristic above the national level, or if a group's overall behavior has either a directional tendency or a directional characteristic below the national level; it is not sufficient to say that a group's atypical behavior is simply high or low. Consider, for example, the distributions for two groups from Exhibit M-1. The overall behavior for the no high school (NHS) parental education group is characteristically below the national level, and the overall behavior for the post high school (PHS) group is characteristically

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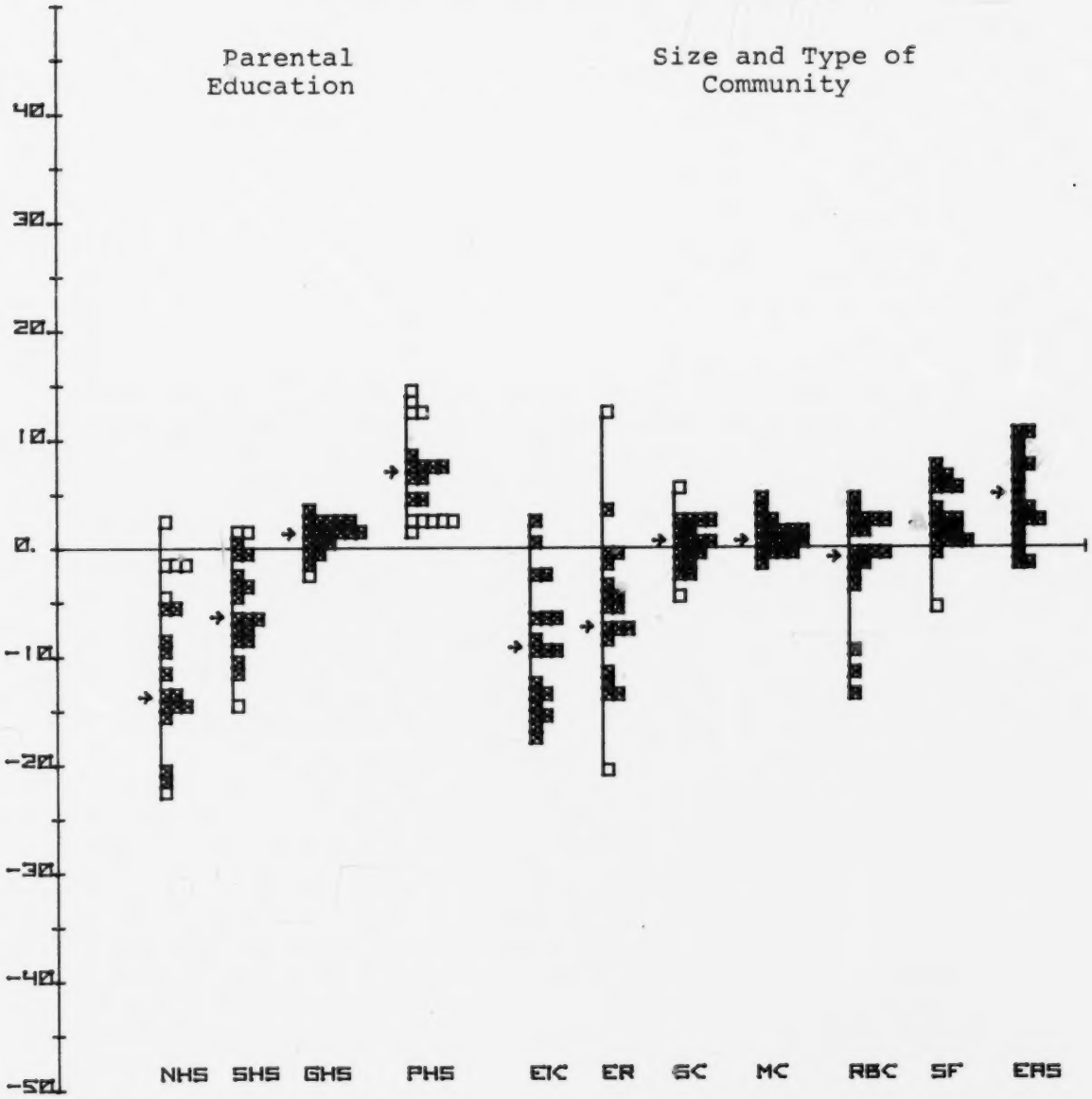
[7]Chapter 10 and Appendix C of the General Information Yearbook (Report 02-GIY) discuss the meaning and use of the standard error. Appendix C gives the formula for the pooled standard error we use.

Exhibit M-1

Example Distributions of Effects



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	EAS
Median Effect	-13.7		1.3		-9.2		0.6		-0.9		4.9
		-6.3		7.0		-7.3		0.6		2.2	

KEYS:

Region

SE	Southeast
W	West
C	Central
NE	Northeast

Sex

M	Male
F	Female

Color

B	Black
W	White

Parental Education

NHS	No High School
SHS	Some High School
GHS	Graduated from High School
PHS	Post High School

Size and Type of Community (STOC)

EIC	Extreme Inner City
ER	Extreme Rural
SC	Small City
MC	Medium City
RBC	Rest of Big City
SF	Suburban Fringe
EAS	Extreme Affluent Suburb

Size of Community (SOC)

BC	Big City
SP	Smaller Places
MC	Medium City
UF	Urban Fringe

above the national level. The atypically low behaviors of the NHS group are even farther from the national level than its own median level while the atypically low behaviors of the PHS group would be closer to the national level than its own median level. Conversely, the atypically high behaviors of the PHS group are even further from the national level than its own median level while the atypically high behaviors of the NHS group are closer to the national level than its own median level.

It seems logical that we consider together (1) those atypical behaviors that are farther from the national level than a group's own median level and (2) those atypical behaviors that are closer to[8] the national level than a group's own median level.

In summary, in the age level chapters (3, 4, 5 and 6), we give particular attention to those exercises on which each group had atypical behaviors. If a group's overall behavior has no directional tendency, we describe the group's overall behaviors as being either high or low. If a group's overall behavior has a directional tendency or a directional characteristic, we describe the group's atypical behaviors as farther from or closer to the national level than the group's own median level.

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[8]An atypical effect (or behavior) described as closer to the national level most often is less extreme in the same direction as a group's tendency or characteristic. It sometimes happens, however, that a "closer to" atypical behavior occurs in the opposite direction from the national level as the group's median level. We use the single term, closer to, to describe all atypical behaviors that depart from a group's median level in the direction of the national level.

CHAPTER 1

THEME 4: REFERENCE MATERIALS

Reference materials are unique in that they are organized to facilitate retrieval of specific types of information. By the same token, an individual is usually seeking a specific kind of information when he "reads" or uses reference materials. The process of gleaning information from reference materials is regarded as a study skill. In this light, the process of gleaning information from written directions (Theme 3) and from charts, maps and graphs (Subtheme 2C) can be regarded as a study skill; and these materials can be regarded as types of reference materials.

Besides understanding words and word relationships, in orde for an individual to utilize reference materials effectively, he must first know what reference source to use. Once he has located the proper source, he must know how to locate the specific information he is seeking. The exercises in Theme 4 are divided into two subthemes on this basis.

A. Know appropriate reference sources.
B. Use reference materials effectively.

Subtheme A requires that the reader know the kinds of information contained in various reference sources. An exercise in this subtheme typically asks, "In which of the following would you look to find _____?"

Exercises in Subtheme B generally consist of a facsimile of a reference source from which an individual is required to extract certain bits of information.

In everyday life, individuals frequently need to obtain certain specific kinds of information. Therefore, a good working knowledge of reference sources and a proficiency in gleaning this information from them is one of several necessary reading skills, but it is not sufficient for adequate functioning in everyday life, since people must cope with still other types of reading materials.

CHAPTER 2

SUMMARY OF RESULTS

In summarizing the data for Theme 4: Reference Materials, we compare the overall performance of the various groups to the national level on the set of exercises representing Theme 4. An overall performance represents the behavior we would expect, on the basis of the data at hand, from a given group on reference materials.

Exhibit 2-1 shows the median group effects at each age level. Exhibit 2-2 shows the directional tendencies and the directional characteristics[1] of the overall group behaviors represented by the median effects.

1. A zero (0) indicates that a group's overall behavior tends to be about the same as the national level.

2a. A plus sign (+) indicates that a group's overall behavior tends to be above the national level.

2b. A minus sign (-) indicates that a group's overall behavior tends to be below the national level.

3a. A double plus sign (++) indicates that a group's overall behavior is characteristically above the national level.

3b. A double minus sign (--) indicates that a group's overall behavior is characteristically below the national level.

---

[1]These terms are defined in Methods of Describing the Data, in the section Summarizing the Data.

EXHIBIT 2-1

Median Group Effects at Each Age Level

Age Level No. of Effects	9 (17)	13 (26)	17 (22)	Adult (7)
Region				
Southeast	-4.9	-4.8	-7.4	-8.1
West	-3.0	0.4	0.2	1.5
Central	3.1	2.6	3.5	3.0
Northeast	2.3	2.1	2.5	2.5
Sex				
Male	-2.2	-2.9	-1.4	-0.6
Female	2.2	3.0	1.4	0.6
Color				
Black	-14.9	-16.3	-21.6	-18.5
White	2.7	2.8	2.9	2.3
Parental Education				
No High School	-9.9	-13.4	-14.2	-5.4
Some High School	-2.8	-5.0	-6.5	-1.7
Graduated High School	1.7	0.8	0.6	2.8
Post High School	7.2	7.2	6.3	7.6
Size and Type of Community*				
Extreme Inner City	-14.9	-7.1	-7.8	
Extreme Rural	-8.2	-4.7	-3.4	
Small City	-1.6	-1.2	-2.4	
Medium City	0.2	1.0	0.4	
Rest of Big City	0.6	-1.5	2.5	
Suburban Fringe	5.3	2.8	2.5	
Extreme Affluent Suburb	9.1	5.7	7.6	
Size of Community				
Big City				-2.8
Small Place				-0.2
Medium City				-0.1
Urban Fringe				2.2

*Type of community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size and type of community median effects at age 17 apply only to those in school.

EXHIBIT 2-2

Directional Tendencies and Directional Characteristics

Age Level	9	13	17	Adult
Region				
Southeast	--	--	--	--
West	0	0	0	+
Central	+	+	++	+
Northeast	+	+	+	+
Sex				
Male	--	--	--	0
Female	++	++	++	0
Color				
Black	--	--	--	--
White	++	++	++	++
Parental Education				
No High School	--	--	--	--
Some High School	-	-	--	-
Graduated High School	+	0	+	+
Post High School	++	++	++	++
Size and Type of Community*				
Extreme Inner City	--	--	--	
Extreme Rural	-	-	-	
Small City	0	0	-	
Medium City	0	0	0	
Rest of Big City	+	-	+	
Suburban Fringe	+	0	+	
Extreme Affluent Suburb	++	++	++	
Size of Community				
Big City				-
Small Place				0
Medium City				0
Urban Fringe				+

*Type of community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size and type of community median effects at age 17 apply only to those in school.

CHAPTER 3

RESULTS FOR AGE 9

The 9-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1961. About three fourths of them were enrolled in the fourth grade at the time of the assessment, and most of the remainder were enrolled in the third grade.

First, we describe each group's overall behavior on the Theme 4 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Seventeen specific effects (behaviors) on reference materials are summarized at age 9. Ten of these represent released exercises and are described in detail. The other seven behaviors represent unreleased exercises to be used in future assessments. Exhibit 3-1 shows the distribution of the 17 effects representing Theme 4 for each group relative to the national level indicated by the Ø line. Each group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

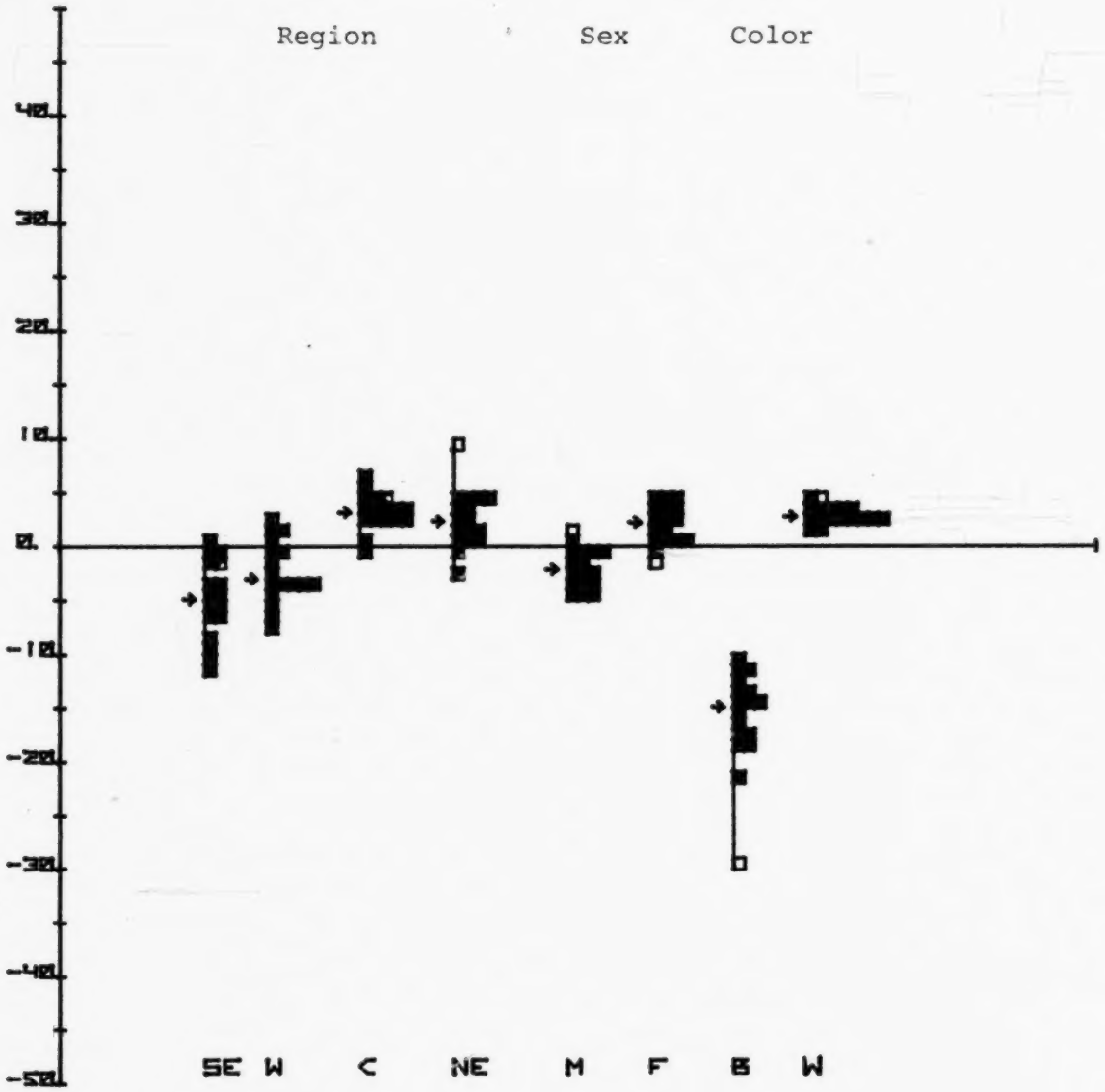
When a group's overall behavior has been described as tending to be about the same as the national level (0), a specific behavior

---

[1] An atypical effect (or behavior) described as being closer to the national level may be (1) less extreme in the same direction as the group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 3-1A

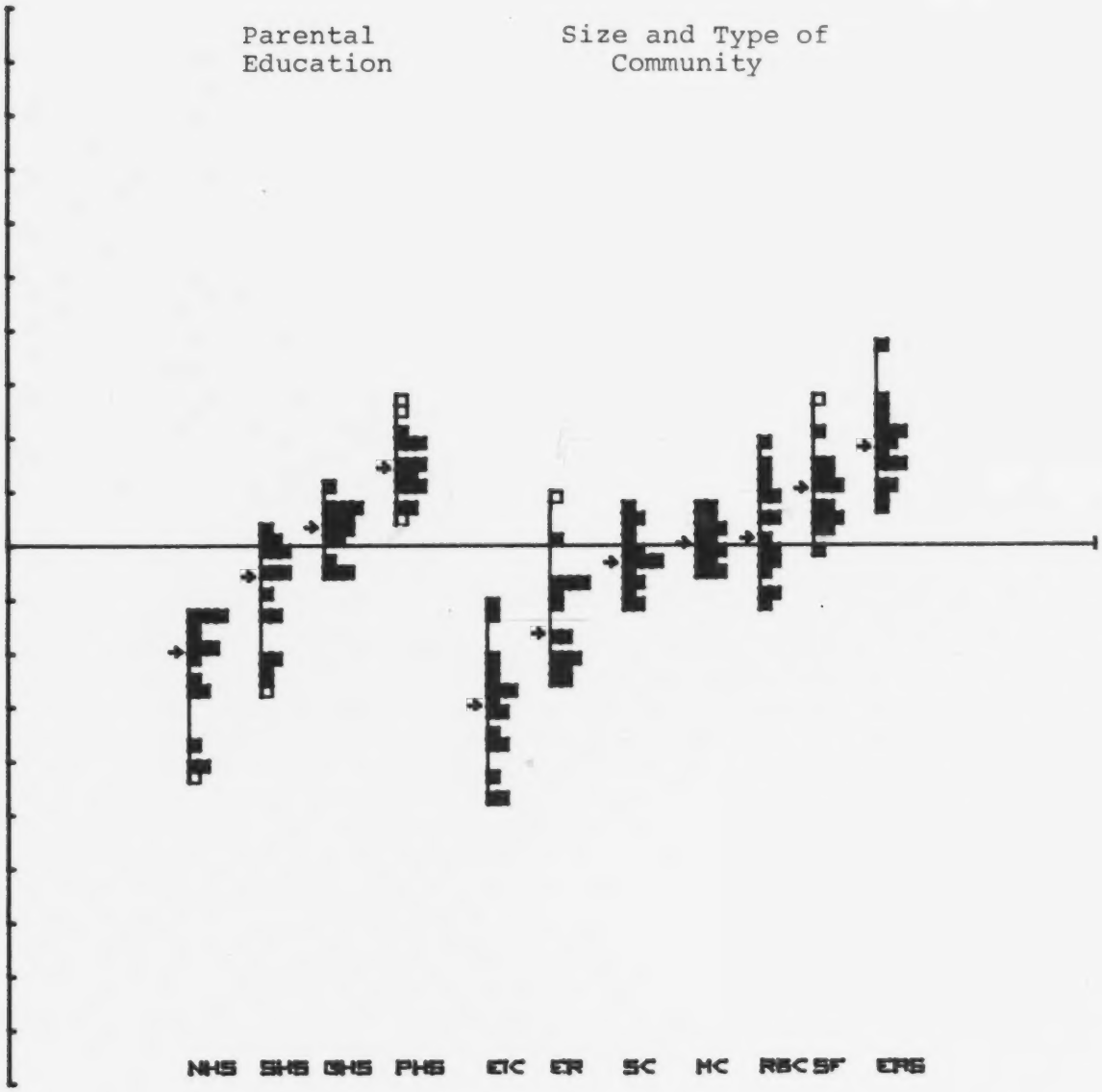
Distribution of Effects for Age 9



Median Effect	-4.9		3.1		-2.2		-14.9	
		-3.0		2.3		2.2		2.7

EXHIBIT 3-1B

Distribution of Effects for Age 9



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	ERS
Median Effect	-9.9		1.7		-14.9		-1.6		0.6		9.1
		-2.8		7.2		-8.2		0.2		5.3	

for that group can be atypically high or low relative to the group's median level.

Region

With a median effect of -4.9, Southeast 9-year-olds had an overall behavior characteristically below the national level. They had no atypical behaviors.

Western 9-year-olds had a median effect of -3.0 and an overall behavior that tended to be below the national level. They had no atypical behaviors.

Central and Northeastern 9-year-olds had median effects of 3.1 and 2.3, respectively. The overall behavior of both groups tended to be above the national level. The Central group had no atypical behaviors, but the Northeastern group performed atypically farther from the national level on Exercise R408 that required knowing that an encyclopedia is the best source to find out about windmills.

Sex

While boys had a median effect of -2.2 and an overall behavior characteristically below the national level, girls had a median effect of 2.2 and an overall behavior characteristically above the national level. However, both boys and girls performed atypically closer to the national level on Exercise R41302 that required detecting from a TV Guide that they could not watch an entire zoo program if they watched the entire movie because they overlapped in timing.

Color

While Black 9-year-olds had a median effect of -14.9 and an overall behavior characteristically below the national level, White 9-year-olds had a median effect of 2.7 and an overall behavior characteristically above the national level. Both groups, however, performed atypically farther from the national level on an unreleased exercise (U410) that required them to recognize which of several reference sources they should use to find out about the Declaration of Independence. Blacks also performed atypically farther from the national level on a released exercise (R408) that required recognizing the encyclopedia as the best source to find out about windmills.

Parental Education[2]

The no high school group had a median effect of -9.9 and an overall behavior characteristically below the national level. Their behavior was atypically farther from the national level on Exercise R41303 that required determining from a TV Guide that the reason no new program was listed on Channel 4 at 3:00 p.m. was that the baseball game ran until 4:00 p.m.

With a median effect of -2.8, the some high school group had an overall behavior that tended to be below the national level. They performed atypically farther from the national level on Exercise U410 that required them to recognize in which of several sources they could find out about the Declaration of Independence.

With a median effect of 1.7, the graduated from high school group had an overall behavior tending to be above the national level. They had no atypical behaviors.

The post high school group had a median effect of 7.2 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on Exercise R408 that required recognizing the encyclopedia as the best source to find out about windmills and on Exercise U410 that required recognizing in which of several sources to find out about the Declaration of Independence. However, they performed atypically closer to the national level on another unreleased exercise (U404) that required recognizing which of several depicted sources would give the meaning of words.

Size and Type of Community[3]

With a median effect of -14.9, the extreme inner city group had an overall behavior characteristically below the national level. They had no atypical behaviors.

The extreme rural group had a median effect of -8.2 and an overall behavior tending to be below the national level. However, they performed atypically closer to the national level on Exercise R411 that required recognizing that in a telephone directory, Jones would be listed between Johnson and Judson.

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[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

The small city, medium city and rest of big city groups had median effects of -1.6, 0.2 and 0.6, respectively. All three groups had overall behaviors that tended to be about the same as the national level. None of the groups had any atypical behaviors.

The suburban fringe group had a median effect of 5.3 and an overall behavior that tended to be above the national level. Their behavior was atypically farther from the national level on Exercise R411 (Jones in telephone directory).

With a median effect of 9.1, the extreme affluent suburb group had an overall behavior characteristically above the national level. They had no atypical behaviors.

* * * * * * * * *

The data for each released exercise representing reference materials are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 9-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

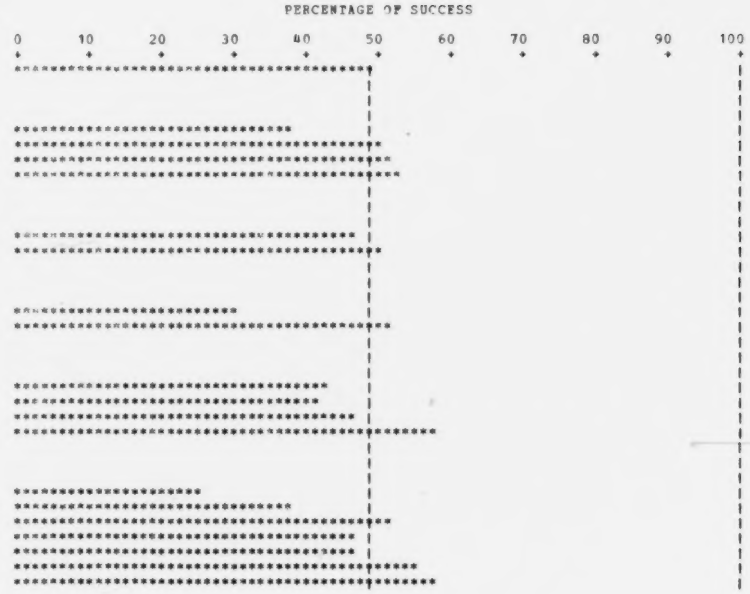
Exercise 406 -- Age 9

Nat'l % Choosing Each Answer	What is the BEST way to find out if there is something about Eskimos in a book?
48.4%	● Look in the index.
10.0%	○ Look in the glossary.
20.3%	○ Look at the title page.
9.0%	○ Look through all the pages.
9.3%	○ Skim through the introduction.
2.9%	○ I don't know.
0.2%	No response

MJ6 12 3/1 (1*Y406013 R0030080 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
48.4	---	NATIONAL	
		REGION	
33.0	-10.3*		Southeast
49.4	1.0		West
51.3	2.9		Central
52.9	4.5		Northeast
		SEX	
46.6	-1.7		Male
50.1	1.7		Female
		COLOR	
30.4	-17.9*		Black
51.8	3.4*		White
		PARENTAL EDUCATION	
42.1	-6.3		No High School
41.9	-6.5		Some High School
46.3	-2.1		Graduated High Sch.
58.0	9.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
25.0	-23.4*		Extreme Inner City
37.8	-10.6*		Extreme Rural
51.7	3.3		Small City
46.8	-1.6		Medium City
46.9	-1.5		Rest Of Big City
54.9	6.5		Suburban Fringe
57.5	9.1		Extreme Aff Suburb



Exercise 406 -- Age 9

Overlaps: Age 13

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

While this exercise asks for the best way to find out if there is something about Eskimos (not necessarily as the main topic) in a book, the question could be generalized to any topic. Only 48% of 9-year-olds correctly responded "Look in the index." The answer, "Look at the title page," attracted twice as many responses as the other incorrect answers. A book containing "something about Eskimos" might have the word "Eskimo" or some other indicator in the title, but not necessarily.

Exercise 408 -- Age 9

Read the question and fill in the oval beside the correct answer.

Nat'l % Choosing Each Answer	If you had to tell your class about windmills, which of these would be the BEST book to use?
5.8%	○ An atlas
26.2%	○ A dictionary
57.4%	● An encyclopedia
3.8%	○ The Yellow Pages in the telephone book
6.2%	○ I don't know.
0.5%	No response

M07 03 3/1 03*X408013 R0030070 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
57.8	---	NATIONAL		**********
		REGION		
47.6	-9.8*		Southeast	*********
50.8	-7.0*		West	**********
62.1	4.7		Central	**********
66.5	9.1*		Northeast	**********
		SEX		
56.7	-0.8		Male	**********
58.2	0.8		Female	**********
		COLOR		
36.5	-21.0*		Black	*******
61.7	4.2*		White	**********
		PARENTAL EDUCATION		
44.1	-13.3*		No High School	*********
57.7	-0.7		Some High School	**********
54.6	-2.8		Graduated High Sch.	**********
71.3	13.9*		Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY		
39.9	-17.5*		Extreme Inner City	*********
49.0	-8.5		Extreme Rural	**********
51.9	-5.6*		Small City	**********
55.4	-2.1		Medium City	**********
60.3	2.9		Rest Of Big City	**********
65.0	7.6*		Suburban Fringe	**********
75.5	18.0*		Extreme Aff Suburb	**********

Exercise 408 -- Age 9

Overlaps: Age 13

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

On this exercise, 9-year-olds had to select the best reference source where they might find information about windmills. Fifty-seven percent of them correctly said an encyclopedia, but nearly half that many (26%) said a dictionary. A dictionary would give information about windmills in the sense of definitions but not as thorough as that in an encyclopedia. Perhaps some 9-year-olds do not know what an encyclopedia is.

Exercise 409 -- Age 9

Read the question and fill in the oval beside the correct answer.

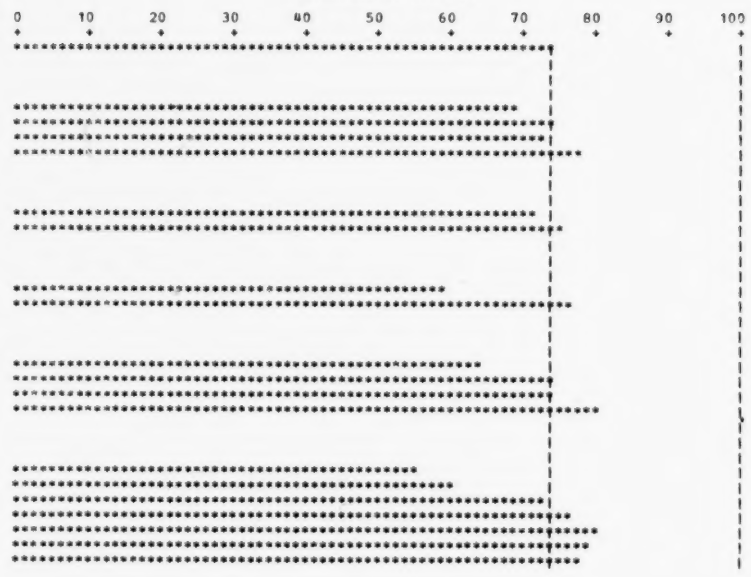
Nat'l % Choosing Each Answer	If you like books which are NOT about people, which one of the following would you read?
4.8%	○ The Jazz Man
4.1%	○ Johnny Tremaine
73.3%	● All about Elephants
11.7%	○ Who's in Charge of Lincoln?
5.7%	○ I don't know.
0.5%	No response

N08 03 3/1 03*X409011 910000R0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE / GROUP
73.3	---	NATIONAL
		REGION
69.2	-5.1*	Southeast
73.5	0.2	West
72.4	-0.8	Central
77.5	4.2*	Northeast
		SEX
71.1	-2.2	Male
75.4	2.2*	Female
		COLOR
58.6	-14.6*	Black
75.8	2.5*	White
		PARENTAL EDUCATION
63.5	-9.7*	No High School
73.7	0.4	Some High School
73.4	0.2	Graduated High Sch.
79.9	6.7*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
55.1	-18.2*	Extreme Inner City
60.4	-12.8*	Extreme Rural
72.1	-1.2	Small City
75.8	2.5	Medium City
80.5	7.2*	Rest Of Big City
78.6	5.3	Suburban Fringe
77.5	4.2	Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 409 -- Age 9

Overlaps: Age 13

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Seventy-three percent of 9-year-olds were able to say that if they wanted to read a book NOT about people, they would read <u>All about Elephants</u>!

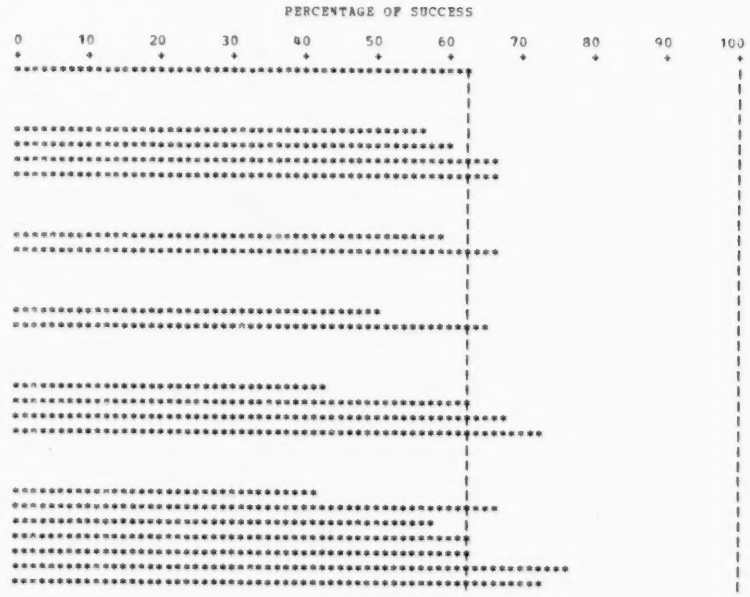
Exercise 411 -- Age 9

You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

Nat'l % Choosing Each Answer		
2.1%	○	Jackson and Jacobs
3.0%	○	Jacobs and James
20.0%	○	James and Johnson
62.5%	●	Johnson and Judson
3.0%	○	Judson and Justus
8.4%	○	I don't know.
1.2%		No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
62.5	---	NATIONAL	
		REGION	
55.6	-6.8*		Southeast
59.9	-2.6		West
66.6	4.1		Central
66.5	4.0*		Northeast
		SEX	
58.2	-4.3*		Male
66.6	4.1*		Female
		COLOR	
50.0	-12.5*		Black
65.2	2.7*		White
		PARENTAL EDUCATION	
42.3	-20.2*		No High School
62.4	-0.1		Some High School
67.7	5.2*		Graduated High Sch.
73.1	10.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
41.5	-21.0*		Extreme Inner City
66.8	4.0		Extreme Rural
57.4	-5.1*		Small City
62.8	0.4		Medium City
61.9	-0.6		Rest Of Big City
75.9	13.4*		Suburban Fringe
73.0	10.5*		Extreme Aff Suburb



Exercise 411 -- Age 9

Overlaps: Age 13

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

Here is an exercise on looking up a name in the telephone directory. This particular task requires being able to alphabetize to at least the third letter in the names. Since the third and fourth answers are directed at the name Johnson, 9-year-olds had to recognize that Jon...as in Jones comes after Joh...as in Johnson, not ahead of it. Sixty-three percent succeeded, but 20% said Jones would be between James and Johnson. Apparently, they did not carry their alphabetization far enough.

Exercise 412 -- Age 9

(Give dictionary to student.

Ask the first two questions and record the main points of his responses.)

41201

First ask: "What is a dictionary?" *

77.3% _____

*(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202

Then ask: "What does the word 'define' mean?" **

17.4% _____

**(Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

91.3% Open the book to page 15 and tell me any three words defined on that page.*

1. Allied, Alligator, Alliteration
2. Allocate, Allot, Allow
3. Allowance, Alloy, All right

41204

Tell me the last word defined in the "P" section.

53.0% python

41205

Tell me the number of the last page in the dictionary.

92.9% 632

41206

Tell me the number of the page on which you can find out what the word "bake" means.

71.2% 41

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

65.4% Just before Housely

Just after House Boat

41208

38.7% All five parts correct (41203-07)

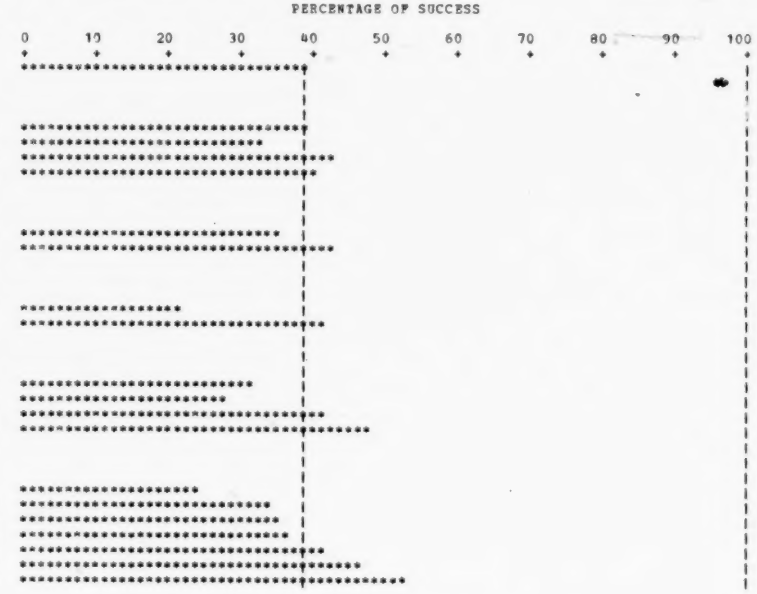
*Other Acceptable Words

all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, alms, alms house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

410 020 1/2 15*X412080 R1030030 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
33.7	---	NATIONAL	
		REGION	
38.2	-0.5		Southeast
32.4	-6.3*		West
42.9	4.2		Central
39.7	1.0		Northeast
		SEX	
35.5	-3.2*		Male
42.2	3.4*		Female
		COLOR	
21.9	-16.9*		Black
41.8	3.1*		White
		PARENTAL EDUCATION	
31.5	-7.3		No High School
27.6	-11.2*		Some High School
40.9	2.1		Graduated High Sch.
47.9	9.1*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
23.5	-15.3*		Extreme Inner City
34.2	-4.5		Extreme Rural
35.5	-3.2		Small City
36.0	-2.7		Medium City
41.5	2.8		Rest Of Big City
45.7	7.0		Suburban Fringe
52.5	13.8*		Extreme Aff Suburb



Exercise 412 -- Age 9

Overlaps: Ages 13, 17 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

For this exercise, 9-year-olds were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 91% could give at least three words listed on page 15. On part 41204, however, only 53% could give the last word (python) defined in the "P" section. On part 41205, 93% could give the number of the last page in the book. On part 41206, 71% could give the number of the page where they could find out what the word "bake" means. On part 41207, 65% could give the words defined just before and just after "house." Thirty-nine percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of 9-year-olds in the various groups who were correct on all five parts.

Exercise 413 -- Age 9

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. [2] Super Mutt - Cartoons

material deleted due to copyright rectrictions

popular music of local groups.

(Read the questions to the student and record his answers.)

41301

Which program is being run for at least a second time?

37.3% Children's Variety

*Adapted from TV Guide ® Magazine, with permission.

S11 02 3/1 01*X413010 81030332 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
37.3	---	NATIONAL		**********
		REGION		
36.3	-0.9		Southeast	**********
34.1	-3.1		West	**********
40.0	2.7		Central	**********
37.5	0.2		Northeast	**********
		SEX		
33.6	-3.7*		Male	**********
41.2	3.9*		Female	**********
		COLOR		
26.6	-10.6*		Black	**********
39.0	1.8*		White	**********
		PARENTAL EDUCATION		
28.2	-9.1*		No High School	**********
36.5	-0.7		Some High School	**********
35.3	-1.9		Graduated High Sch.	**********
44.5	7.2*		Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY		
25.6	-11.6*		Extreme Inner City	**********
34.1	-3.1		Extreme Rural	**********
35.6	-1.6		Small City	**********
40.6	3.0		Medium City	**********
36.3	-1.0		Rest Of Big City	**********
40.0	2.7		Suburban Fringe	**********
44.3	7.1		Extreme Aff Suburb	**********

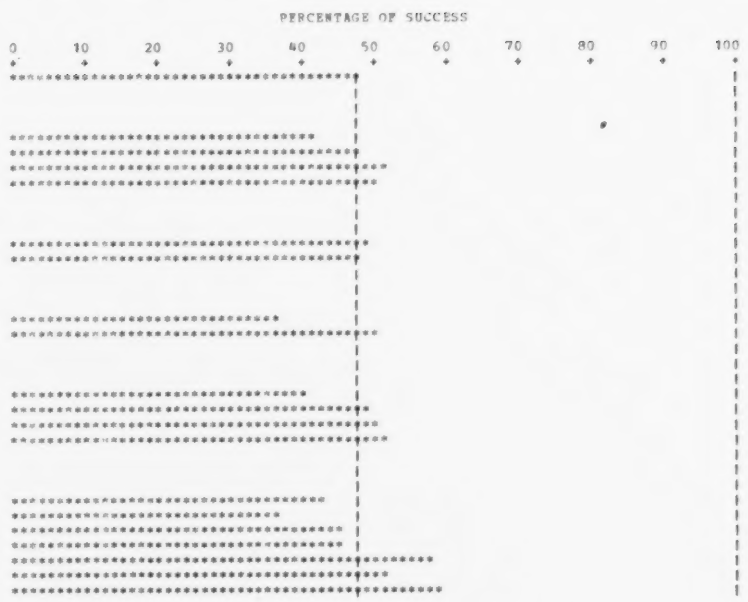
41302

Nat'l % Choosing Each Answer	If you watched the entire movie, could you also see the entire program about the San Diego Zoo?
41.5%	○ Yes
48.0%	● No
9.5%	○ I don't know.
1.0%	No response

N11 02 S/1 02*X413020 R1030090 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
49.0	---	NATIONAL	
		REGION	
41.4	-6.6*		Southeast
47.3	-0.8		West
51.2	3.1		Central
50.4	2.3		Northeast
		SEX	
49.1	1.1		Male
46.9	-1.2		Female
		COLOR	
36.4	-11.6*		Black
49.9	1.8*		White
		PARENTAL EDUCATION	
40.0	-8.0*		No High School
48.3	0.3		Some High School
49.4	1.3		Graduated High Sch.
51.4	3.4		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
42.1	-6.0		Extreme Inner City
36.7	-11.3*		Extreme Rural
45.2	-2.8		Small City
45.4	-2.7		Medium City
57.6	9.6*		Rest Of Big City
51.7	3.6		Suburban Fringe
59.6	10.5*		Extreme Aff Suburb



41303

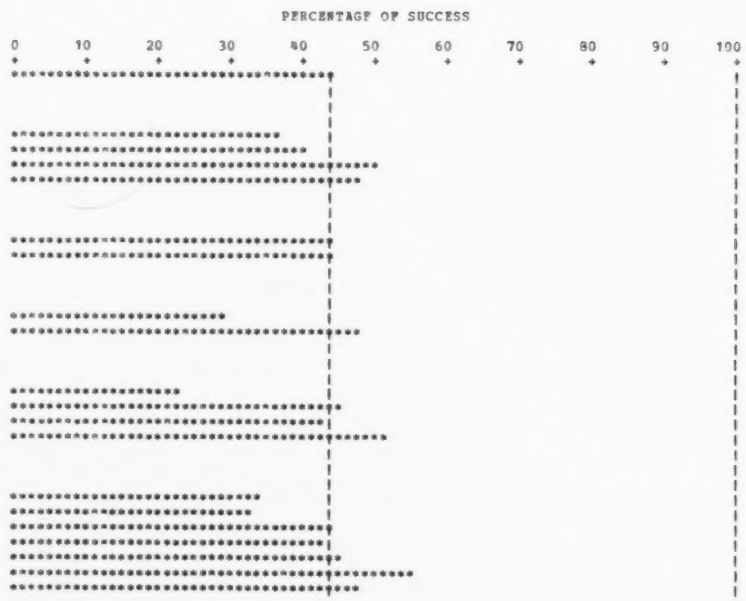
Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

44.0% baseball game runs until 4:00 p.m.

#11 02 6/1 01*X413030 P1030030 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
44.0	---	NATIONAL	
		REGION	
36.0	-8.0*		Southeast
39.5	-4.6		West
49.7	5.7*		Central
47.6	3.6		Northeast
		SEX	
43.9	-0.1		Male
44.2	0.2		Female
		COLOR	
29.0	-15.1*		Black
47.0	3.0*		White
		PARENTAL EDUCATION	
22.3	-21.7*		No High School
45.3	1.2		Some High School
42.0	-2.1		Graduated High Sch.
51.9	7.8*		Post High School
		SIZE AND TYPE OF COMMUNITY	
34.1	-10.0*		Extreme Inner City
32.9	-11.1*		Extreme Rural
43.9	-0.1		Small City
42.4	-1.6		Medium City
48.7	0.6		Rest Of Big City
54.7	10.6*		Suburban Fringe
47.4	3.4		Extreme Aff Suburb



41304

At what time are the cartoons shown?

73.0% 2:00 p.m.

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
73.1	---	NATIONAL	
		REGION	
68.5	-4.6*	Southeast	
70.0	-3.1	West	
75.7	2.7	Central	
76.1	3.0	Northeast	
		SEX	
72.9	-0.1	Male	
73.2	0.1	Female	
		COLOR	
54.6	-18.4*	Black	
76.3	3.3*	White	
		PARENTAL EDUCATION	
52.7	-20.3*	No High School	
66.7	-6.3	Some High School	
76.7	3.6*	Graduated High Sch.	
79.9	6.8*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
59.4	-13.7*	Extreme Inner City	
60.7	-12.4*	Extreme Rural	
71.2	-1.8	Small City	
74.7	1.6	Medium City	
77.4	4.3	Rest Of Big City	
79.2	6.2*	Suburban Fringe	
81.8	8.8*	Extreme Aff Suburb	

41305

Nat'l % Choosing Each Answer	How long is the program on Channel 6 at 3:00 p.m.?
17.1%	○ 30 minutes
58.9%	● 60 minutes
8.2%	○ 90 minutes
2.1%	○ 120 minutes
12.2%	○ I don't know.
1.5%	No response

911 02 10/1 02*X913050 81030333 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
58.9	---	NATIONAL	
		REGION	
57.7	-1.1	Southeast	
53.7	-5.2*	West	
61.9	3.0	Central	
60.5	1.6	Northeast	
		SEX	
59.0	0.1	Male	
58.7	-0.1	Female	
		COLOR	
40.7	-18.2*	Black	
62.2	3.4*	White	
		PARENTAL EDUCATION	
49.1	-9.9	No High School	
56.0	-2.8	Some High School	
61.0	2.1	Graduated High Sch.	
64.1	5.2*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
46.2	-12.7*	Extreme Inner City	
50.7	-8.2	Extreme Rural	
60.9	2.0	Small City	
61.9	3.1	Medium City	
53.6	-5.3	Rest Of Big City	
58.2	-0.7	Suburban Fringe	
71.0	12.1*	Extreme Aff Suburb	

41306 Summary of the five parts

0.6% No response

7.2% 0 parts correct

16.3% 1 part correct

22.9% 2 parts correct

23.2% 3 parts correct

18.9% 4 parts correct

10.8% 5 parts correct

The exhibit below gives the percentages of the various groups responding correctly on all five parts.

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
10.3	---	NATIONAL	**********
		REGION	
8.3	-2.5	Southeast	********
8.0	-2.8*	West	*******
12.9	2.0	Central	************
12.7	1.9	Northeast	**********+**
		SEX	
11.1	-0.8	Male	**********
11.5	0.8	Female	**********
		COLOR	
2.9	-7.8*	Black	***
12.2	1.4*	White	**********+**
		PARENTAL EDUCATION	
1.3	-8.9*	No High School	***
1.9	-2.8	Some High School	*******
12.0	1.2	Graduated High Sch.	**********+**
13.9	3.0*	Post High School	**********+***
		SIZE-AND-TYPE OF COMMUNITY	
5.6	-5.2*	Extreme Inner City	*****
5.3	-5.5*	Extreme Rural	*****
10.8	-0.4	Small City	**********
12.7	2.0	Medium City	**********+**
10.3	-0.4	Rest Of Big City	**********
11.3	0.6	Suburban Fringe	**********+
15.5	5.8*	Extreme Aff Suburb	**********+*****

Exercise 413 -- Age 9

Overlaps: Ages 13, 17 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 37% of 9-year-olds were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 48% could tell that if they watched the entire movie, they could not also see the entire program about the San Diego Zoo. On part 41303, 44% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 73% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 59% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Eleven percent of 9-year-olds responded correctly on all five parts.

CHAPTER 4

RESULTS FOR AGE 13

The 13-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1957. About three fourths of them were enrolled in the eighth grade at the time of the assessment, and most of the remainder were enrolled in the seventh grade.

First, we describe each group's overall behavior on the Theme 4 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty-six specific effects (behaviors) on reference materials are summarized at age 13. Fourteen of these represent released exercises and are described in detail. The other 12 behaviors represent unreleased exercises to be used in future assessments. Exhibit 4-1 shows the distribution of the 26 effects representing Theme 4 for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). Each specific behavior is indicated by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

When a group's overall behavior has been described as tending to be about the same as the national level (0), a specific behavior

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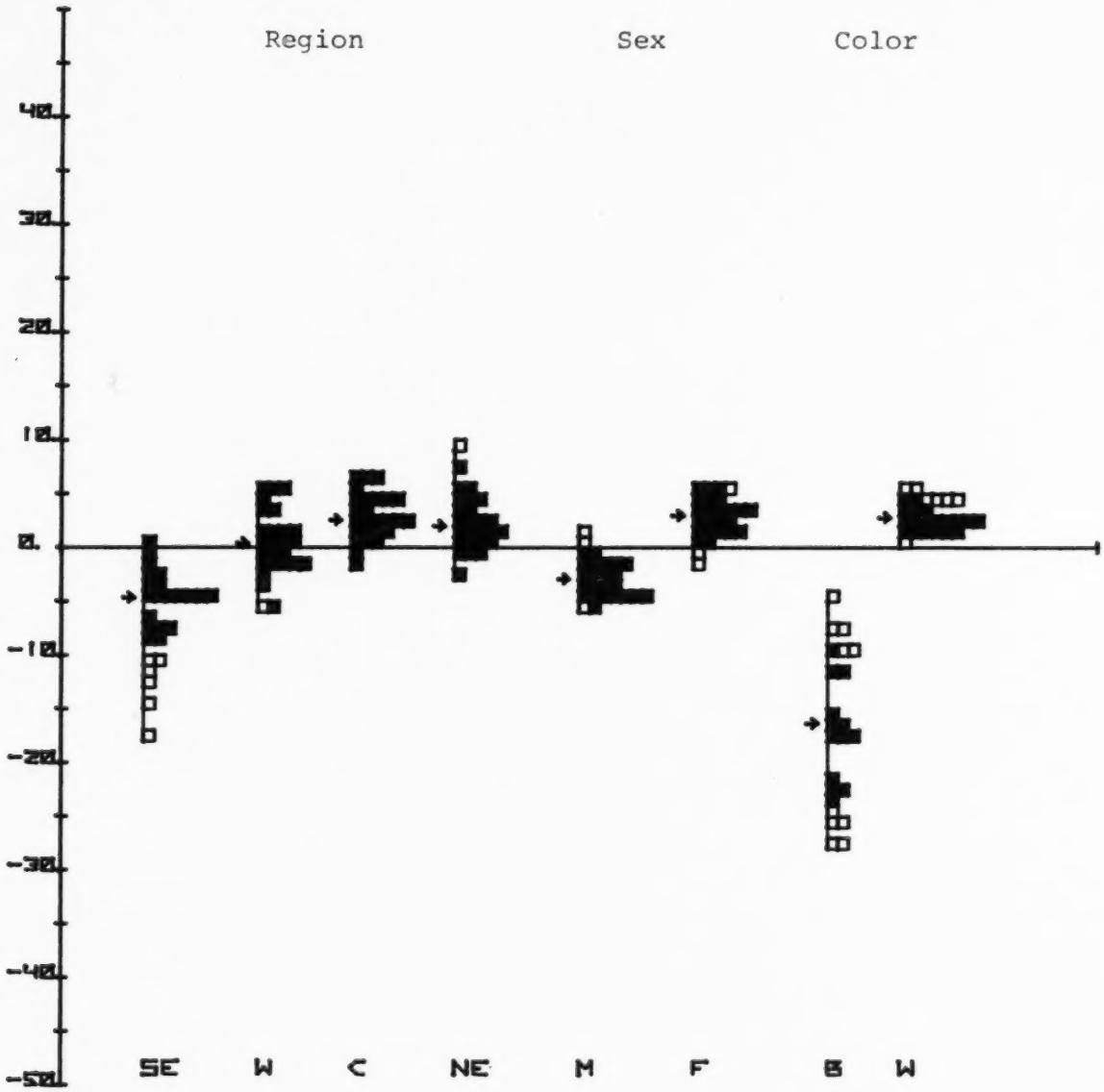
[1]An atypical effect (or behavior) described as being closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 4-1A

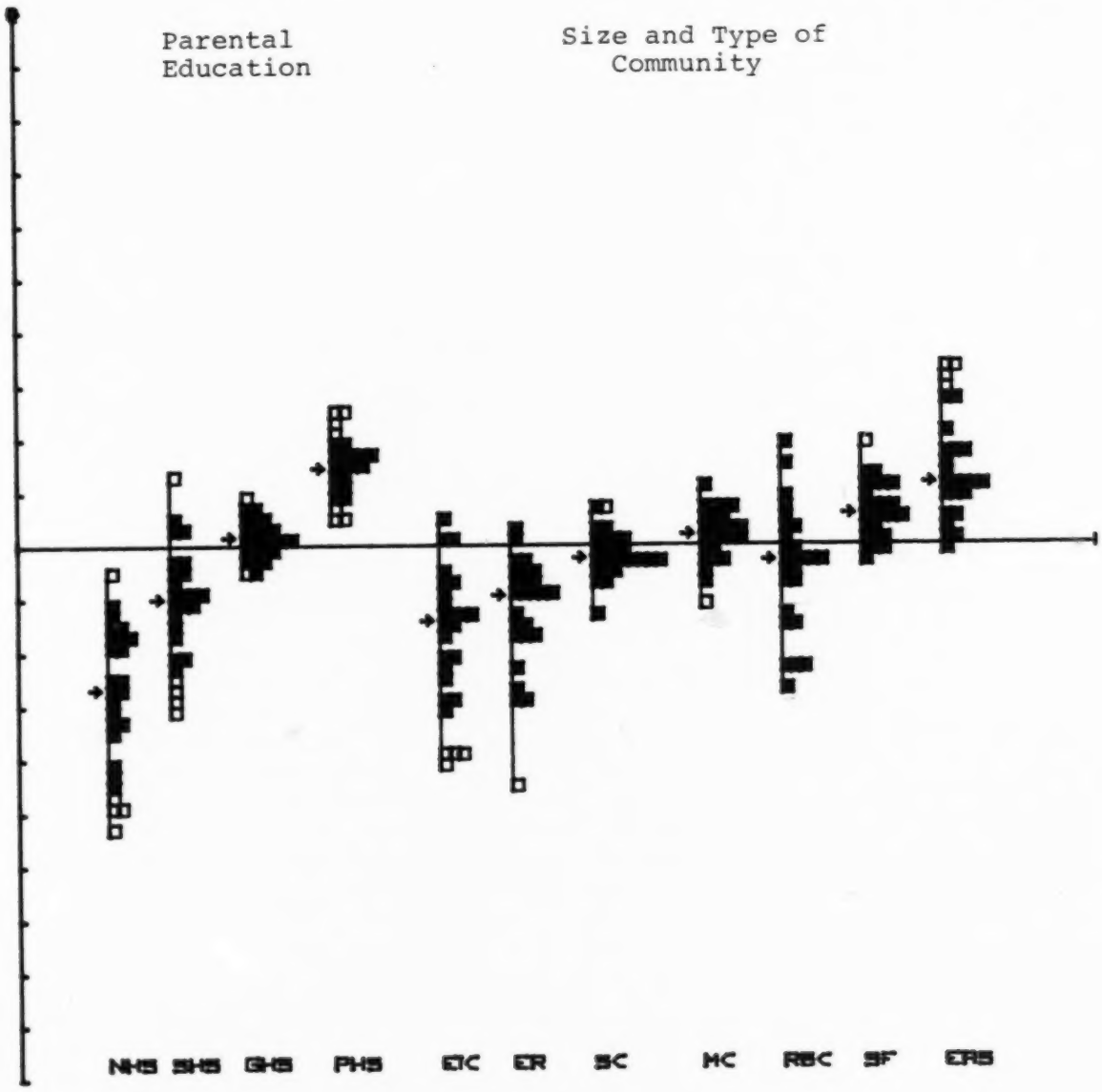
Distribution of Effects for Age 13



Median Effect	-4.7		2.6		-2.9		-16.3	
		0.4		2.0		3.0		2.8

EXHIBIT 4-1B

Distribution of Effects for Age 13



	NHS	SHS	GHS	PHS	EIC	ER	SC	MC	RBC	SF	ERS
Median Effect	-13.4	-5.0	0.8	7.2	-7.1	-4.7	-1.2	1.0	-1.5	2.8	5.7

for that group can be atypically high or low relative to the group's median level.

Region

Southeastern 13-year-olds had a median effect of -4.8 and an overall behavior characteristically below the national level. However, their behavior was atypically farther from the national level on four parts of the released exercise (R413) regarding the TV Guide and on parts of two unreleased exercises (U41803 and U41902) regarding a library card: R41302 required recognizing that they could not watch the entire zoo program if they watched the entire movie because of a time overlap; R41303 required recognizing that a new program was not listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; R41304 required identifying the time cartoons are shown; R41305 required identifying the length of the program on Channel 6 at 3:30 p.m.; U41803 required recognizing that the book was originally in a foreign language; and U41902 required determining whether the book was illustrated.

With a median effect of 0.4, Western 13-year-olds had an overall behavior that tended to be about the same as the national level. However, they performed atypically low on Exercise U41401 that required recognizing how to obtain long distance information from a telephone directory.

Central and Northeastern 13-year-olds had median effects of 2.6 and 2.1, respectively. The overall behavior of both groups tended to be above the national level. The Central group had no atypical behaviors, but the Northeastern group performed atypically high on the part of the TV Guide exercise (R41302) regarding the overlapping times of a zoo program and movie, and on Exercise R42003 that required recognizing which of several articles would most likely appear in a weekly news magazine.

Sex

While boys had a median effect of -2.9 and an overall behavior characteristically below the national level, girls had a median effect of 3.0 and an overall behavior characteristically above the national level. Both boys and girls, however, had behaviors atypically farther from the national level on Exercise U41606 regarding the use of a newspaper directory. Both groups performed atypically closer to the national level on Exercise U41801 that required identifying the topic of a book from a library card, and on Exercise R42001 that required recognizing that movie reviews would be in the cinema section of a weekly news magazine.

Color

While Black 13-year-olds had a median effect of -16.3 and an overall behavior characteristically below the national level, White 13-year-olds had a median effect of 2.8 and an overall behavior characteristically above the national level. Both groups performed atypically closer to the national level on Exercise U41901 that required giving the call number from a library card. Blacks also performed atypically closer to the national level on four other exercises: R408 required recognizing that an encyclopedia is the best source to find out about windmills; R409 required recognizing which of several books would not be about people; R415 required that a passage on the definition of the word "beat" most likely came from a collection of essays; and R42002 asked for the page on which science news could be found in a weekly news magazine.

Both groups had behaviors atypically farther from the national level on three exercises: R41303 required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; R41304 asked what time the cartoons are shown; and U41803 required identifying from a library card that a book had originally been in a foreign language. Blacks also performed atypically farther from the national level on Exercise U41606 regarding the use of a newspaper directory and on Exercise U41902 that required determining from a library card whether a book is illustrated. Whites also performed atypically farther from the national level on Exercise R41301 that required recognizing from a TV Guide which program is a rerun and on Exercise U41802 that required identifying from a library card when the author died.

Parental Education[2]

The no high school group had a median effect of -13.4 and an overall behavior characteristically below the national level. However, they performed atypically closer to the national level on Exercise U41901 that asked for the call number on a library card. They had behaviors atypically farther from the national level on four exercises: R41303 that required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; U41606 regarded the use of a newspaper directory; U41803 required identifying from a library

[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

card that a book had originally been in a foreign language; and U41902 required determining from a library card whether a book is illustrated.

The some high school group had a median effect of -5.0 and an overall behavior that tended to be below the national level. However, they performed atypically closer to the national level on Exercise R409 that required recognizing which of several books would not be about people. Their behavior was atypically farther from the national level on four exercises: U41801 asked for the topic of a book from a library card; U41802 asked when the author died; U41803 required recognizing that the book had been in a foreign language originally; and U41606 regarded using a newspaper directory.

With a median effect of 0.8, the graduated from high school group had an overall behavior that tended to be about the same as the national level. However, they performed atypically low on Exercise U403 that required knowing in which of several sources to find the meaning of a given word, and they performed atypically high on Exercise U41802 that asked when the author died (library card).

The post high school group had a median effect of 7.2 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on four exercises: R41303 required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; U41606 regarded the use of a newspaper directory; U41803 required identifying from a library card that a book had originally been in a foreign language; and U41902 required determining from a library card whether a book is illustrated. However, their behavior was atypically closer to the national level on five exercises: U404 required recognizing which of several depicted sources tells the meaning of words; R409 required recognizing which of several books would not be about people; R411 required recognizing that in a telephone directory, Jones is listed between Johnson and Judson; U41901 asked for the call number from a library card; and R42002 asked for the page in a weekly news magazine where science news could be found.

Size and Type of Community[3]

With a median effect of -7.1, the extreme inner city group had an overall behavior characteristically below the national

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[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

level. They performed atypically farther from the national level on four exercises: R41303 that required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; R41304 required recognizing what time the cartoons start; U41802 required identifying from a library card when the author died; and U41902 required determining from a library card whether a book is illustrated.

With a median effect of -4.7, the extreme rural group had an overall behavior tending to be below the national level. They performed atypically farther from the national level on Exercise R41303.

The small city, medium city and rest of big city groups had median effects of -1.2, 1.0 and -1.5, respectively. All three groups had overall behaviors that tended to be about the same as the national level. The small city and rest of big city groups had no atypical behaviors. The medium city group performed atypically low on Exercise R406 that required recognizing that the index is the best way to find something in a book.

With a median effect of 2.8, the suburban fringe group had an overall behavior that tended to be above the national level. However, they performed atypically high on Exercise R41303.

The extreme affluent suburb group had a median effect of 5.7 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on four exercises: R406 required recognizing that an index is the best way to find something in a book; U41606 regarded using a newspaper directory; U41802 required identifying from a library card when the author died; and U41902 required determining from a library card whether a book is illustrated.

* * * * * * * * *

The data for each released exercise representing reference materials are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 13-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national

percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 406 -- Age 13

Nat'l % Choosing Each Answer	What is the BEST way to find out if there is something about Eskimos in a book?
67.9%	● Look in the index.
7.9%	○ Look in the glossary.
7.6%	○ Look at the title page.
2.7%	○ Look through all the pages.
12.8%	○ Skim through the introduction.
0.2%	○ I don't know.
0.9%	No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
67.9	---	NATIONAL	
		REGION	
63.9	-4.0	Southeast	
66.6	-1.3	West	
69.8	1.8	Central	
71.1	3.2	Northeast	
		SEX	
65.0	-3.0*	Male	
70.8	2.9*	Female	
		COLOR	
50.6	-17.4*	Black	
70.8	2.9*	White	
		PARENTAL EDUCATION	
55.5	-12.4*	No High School	
63.5	-4.3	Some High School	
66.8	-1.2	Graduated High Sch.	
75.0	7.1*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
61.4	-6.5	Extreme Inner City	
60.3	-7.6	Extreme Rural	
69.1	1.1	Small City	
62.0	-5.9	Medium City	
65.9	-2.0	Rest Of Big City	
68.6	0.6	Suburban Fringe	
84.2	16.2*	Extreme Aff Suburb	

Exercise 406 -- Age 13

Overlaps: Age 9

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

While this exercise asks for the best way to find out if there is something about Eskimos (not necessarily as the main topic) in a book, the question could be generalized to any topic. Sixty-eight percent of 13-year-olds correctly responded, "Look in the index."

Exercise 408 -- Age 13

Read the question and fill in the oval beside the correct answer.

Nat'l % Choosing Each Answer	If you had to tell your class about windmills, which of these would be the BEST book to use?
2.4%	○ An atlas
6.0%	○ A dictionary
89.5%	● An encyclopedia
0.5%	○ The Yellow Pages in the telephone book
1.4%	○ I don't know.
0.1%	No response

T13 02 3/1 03*X408013 R0030090 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
89.5	---	NATIONAL	
		REGION	
89.3	-0.2	Southeast	
87.4	-2.1	West	
91.8	1.9	Central	
89.8	0.3	Northeast	
		SEX	
87.6	-1.9*	Male	
91.2	1.7*	Female	
		COLOR	
80.2	-9.3*	Black	
91.1	1.6*	White	
		PARENTAL EDUCATION	
81.3	-8.2*	No High School	
84.1	-5.4*	Some High School	
91.0	1.5	Graduated High Sch.	
93.8	4.3*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
78.5	-11.0*	Extreme Inner City	
87.4	-2.1	Extreme Rural	
88.3	-1.3	Small City	
90.6	1.1	Medium City	
91.3	1.8	Rest Of Big City	
90.9	1.4	Suburban Fringe	
94.4	4.9*	Extreme Aff Suburb	

Exercise 408 -- Age 13

Overlaps: Age 9

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

On this exercise, 13-year-olds had to select the best reference source where they might find information about windmills. Ninety percent of them correctly said an encyclopedia.

Exercise 409 -- Age 13

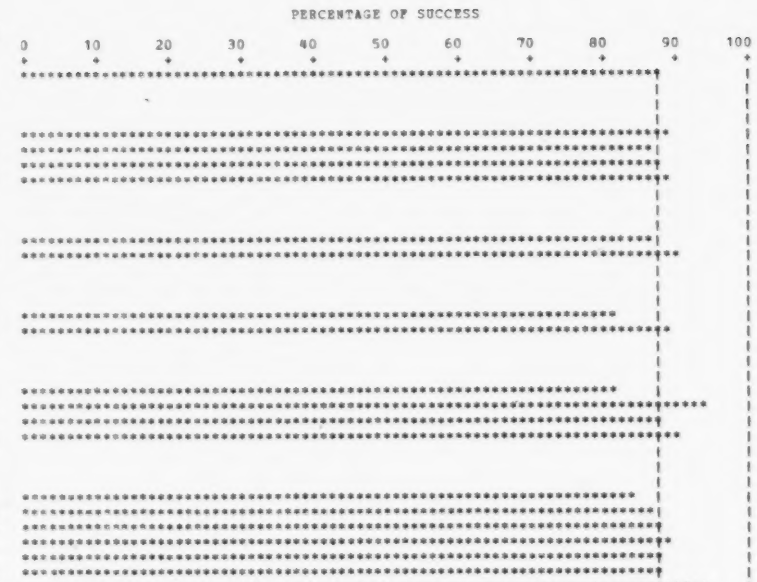
Read the question and fill in the oval beside the correct answer.

Nat'l % Choosing Each Answer	If you like books which are NOT about people, which one of the following would you read?
3.1%	○ The Jazz Man
1.9%	○ Johnny Tremaine
88.0%	● All about Elephants
3.7%	○ Who's in Charge of Lincoln?
2.8%	○ I don't know.
0.5%	No response

T01 01 3/1 03*E409011 81000080 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP
88.0	---	NATIONAL
		REGION
88.4	0.3	Southeast
86.4	-1.5	West
88.1	0.1	Central
89.1	1.0	Northeast
		SEX
86.6	-1.4*	Male
89.6	1.5*	Female
		COLOR
80.9	-7.2*	Black
89.3	1.2*	White
		PARENTAL EDUCATION
80.9	-7.3*	No High School
94.0	6.0*	Some High School
87.4	-0.6	Graduated High Sch.
90.3	2.2*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
88.2	-3.9	Extreme Inner City
86.0	-2.0	Extreme Rural
88.0	-0.0	Small City
89.0	1.0	Medium City
87.4	-0.7	Rest Of Big City
87.9	-1.1	Suburban Fringe
93.7	5.7*	Extreme Aff Suburb



Exercise 409 -- Age 13

Overlaps: Age 9

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Eighty-eight percent of 13-year-olds were able to say that if they wanted to read a book NOT about people, they would read <u>All about Elephants</u>.

Exercise 411 -- Age 13

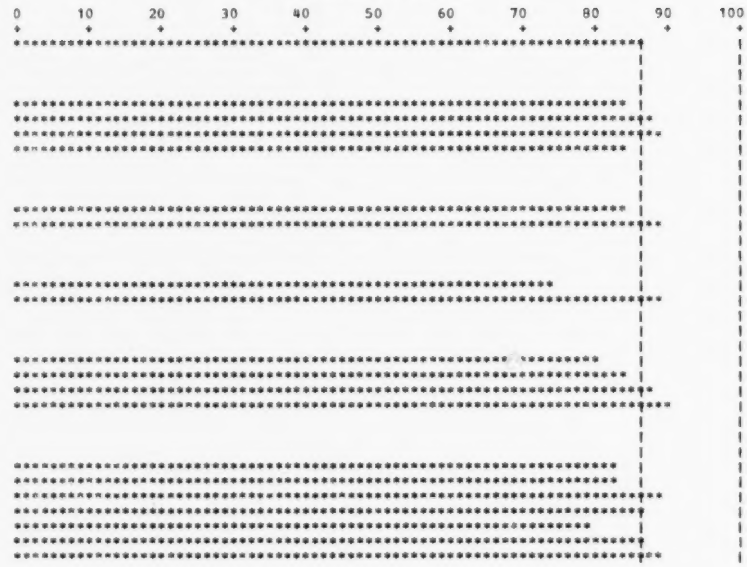
You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

Nat'l % Choosing Each Answer		
0.2%	○	Jackson and Jacobs
0.8%	○	Jacobs and James
8.8%	○	James and Johnson
86.3%	●	Johnson and Judson
3.0%	○	Judson and Justus
0.3%	○	I don't know.
0.6%		No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
86.3	---	NATIONAL	
		REGION	
83.9	-2.3		Southeast
88.0	1.7		West
89.1	2.8		Central
83.7	-2.5		Northeast
		SEX	
84.1	-2.2*		Male
88.4	2.2*		Female
		COLOR	
74.1	-12.2*		Black
88.5	2.3*		White
		PARENTAL EDUCATION	
79.7	-6.6		No High School
83.9	-2.3		Some High School
87.6	1.4		Graduated High Sch.
90.2	3.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
83.0	-3.3		Extreme Inner City
82.9	-3.4		Extreme Rural
93.3	3.1*		Small City
86.4	0.2		Medium City
79.2	-7.0		Rest Of Big City
85.8	-0.4		Suburban Fringe
89.6	2.4		Extreme Aff Suburb

PERCENTAGE OF SUCCESS



Exercise 411 -- Age 13

Overlaps: Age 9

Objective III: Use what is read.
Subobjective A: Obtain information efficiently.

Here is an exercise on looking up a name in the telephone directory. This particular task requires being able to alphabetize to at least the third letter in the names. Since the third and fourth answers divide at the name Johnson, 13-year-olds had to recognize that Jon...as in Jones comes after Joh...as in Johnson, not ahead of it. Eighty-six percent succeeded, but 9% said Jones would be between James and Johnson. Apparently they did not carry their alphabetization far enough.

Exercise 412 -- Age 13

(Give dictionary to student.

Ask the first two questions and record the main points of his responses.)

41201

First ask: "What is a dictionary?" *

92.6% _____

*(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202

Then ask: "What does the word 'define' mean?" **

78.0% _____

**(Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

97.2% Open the book to page 15 and tell me any three words defined on that page.*

1. Allied, Alligator, Alliteration
2. Allocate, Allot, Allow
3. Almanac, Alloy, All right

41204

Tell me the last word defined in the "P" section.

91.4% Pythons

41205

Tell me the number of the last page in the dictionary.

97.9% 632

41206

Tell me the number of the page on which you can find out what the word "bake" means.

93.2% 41

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

95.0% Just before Lowly

Just after House boat

41208

82.8% All five parts correct (41203-07)

*Other Acceptable Words

all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, alms, alms house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

715 323 141 15*XR12080 R1030003 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
83.3	---	NATIONAL	
		REGION	
81.3	-1.5	Southeast	
83.8	0.6	West	
82.2	-0.6	Central	
84.5	1.7	Northeast	
		SEX	
78.4	-4.4*	Male	
86.7	3.9*	Female	
		COLOR	
72.9	-9.9*	Black	
84.7	1.9*	White	
		PARENTAL EDUCATION	
77.0	-8.9*	No High School	
79.1	-3.7	Some High School	
83.7	0.9	Graduated High Sch.	
89.1	6.5*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
77.8	-5.8	Extreme Inner City	
83.1	0.3	Extreme Rural	
79.3	-3.5	Small City	
80.9	-1.9	Medium City	
84.0	1.2	Rest Of Big City	
86.1	3.3	Suburban Fringe	
90.4	7.6*	Extreme Aff Suburb	

Exercise 412 -- Age 13

Overlaps: Ages 9, 17 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

For this exercise, 13-year-olds were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 97% could give at least three words listed on page 15. On part 41204, 91% could give the last word (python) defined in the "P" section. On part 41205, 98% could give the number of the last page in the book. On part 41206, 93% could give the number of the page where they could find out what the word "bake" means. On part 41207, 95% could give the words defined just before and just after "house." Eighty-three percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of 13-year-olds in the various groups who were correct on all five parts.

Exercise 413 -- Age 13

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. [2] Super Mutt - Cartoons

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popular music of local groups.

(Read the questions to the student and record his answers.)

41301

Which program is being run for at least a second time?

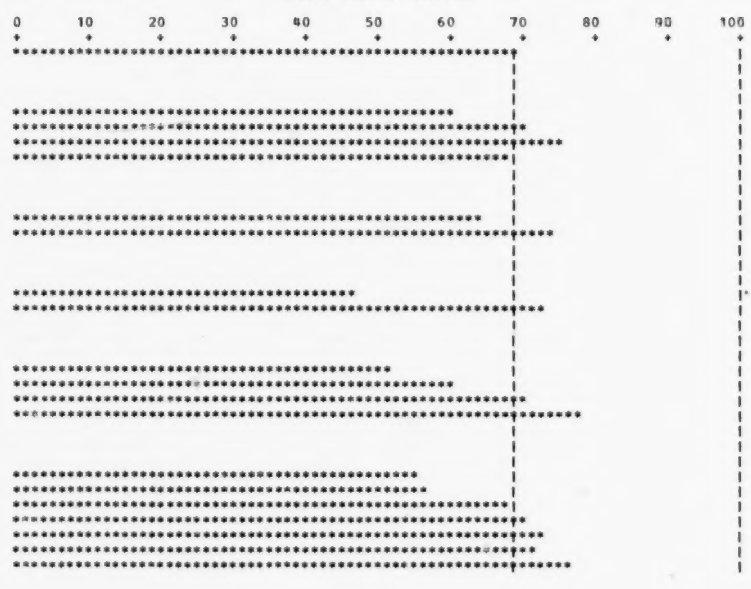
68.4% Children's Variety

*Adapted from TV Guide (R) Magazine, with permission.

T02 15 3/1 01*X413010 810300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
68.4	---	NATIONAL	
		REGION	
59.6	-8.8*		Southeast
70.2	1.8		West
74.9	6.5*		Central
68.0	-0.4		Northeast
		SEX	
63.4	-5.0*		Male
73.7	5.3*		Female
		COLOR	
46.3	-22.1*		Black
72.9	4.5*		White
		PARENTAL EDUCATION	
51.4	-17.0*		No High School
59.6	-8.8*		Some High School
70.5	2.1		Graduated High Sch.
78.0	9.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
58.4	-14.0*		Extreme Inner City
56.7	-11.6		Extreme Rural
67.1	-1.3		Small City
70.0	1.6		Medium City
72.8	4.4		Rest Of Big City
71.6	3.2		Suburban Fringe
76.3	8.0*		Extreme Aff Suburb



41302

Nat'l % Choosing Each Answer	If you watched the entire movie, could you also see the entire program about the San Diego Zoo?
22.4%	○ Yes
72.1%	● No
4.4%	○ I don't know.
1.2%	No response

T02 15 5/1 02*X413020 81130080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
72.1	---	NATIONAL	
		REGION	
62.0	-10.1*	Southeast	
71.4	-0.7	West	
72.8	0.7	Central	
81.7	9.6*	Northeast	
		SEX	
70.1	-2.0*	Male	
74.2	2.1*	Female	
		COLOR	
49.3	-22.3*	Black	
76.7	4.6*	White	
		PARENTAL EDUCATION	
55.5	-16.6*	No High School	
70.5	-1.5	Some High School	
74.0	1.8	Graduated High Sch.	
80.6	8.5*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
61.3	-10.8*	Extreme Inner City	
58.2	-13.9*	Extreme Rural	
68.8	-3.3	Small City	
74.2	2.1	Medium City	
81.2	9.1*	Rest Of Big City	
78.0	5.8*	Suburban Fringe	
77.7	5.6*	Extreme Aff Suburb	

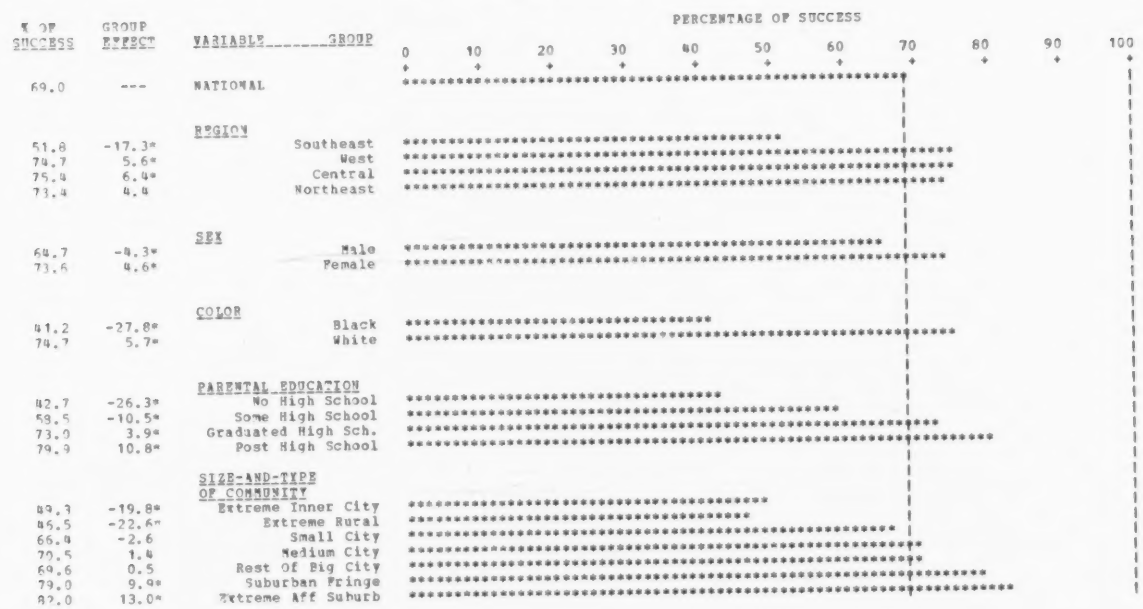
41303

Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

69.0% baseball game runs until 4:00 pm

=02 15 6/1 01*X413030 R1030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



41304

At what time are the cartoons shown?

84.4% 2:00 p.m.

702 15 8/1 01*X413040 81030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE.....GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
84.4	---	NATIONAL	
		REGION	
71.7	-12.7*	Southeast	
89.4	5.0*	West	
89.9	5.5*	Central	
85.8	1.5	Northeast	
		SEX	
81.3	-3.1*	Male	
87.6	3.3*	Female	
		COLOR	
63.2	-24.3*	Black	
89.1	4.7*	White	
		PARENTAL EDUCATION	
63.1	-21.2*	No High School	
78.1	-6.3	Some High School	
87.5	3.2*	Graduated High Sch.	
91.1	6.8*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
63.9	-20.5*	Extreme Inner City	
70.0	-14.4	Extreme Rural	
84.7	0.3	Small City	
85.9	1.5	Medium City	
83.0	-1.4	Rest Of Big City	
89.6	5.2*	Suburban Fringe	
93.1	8.7*	Extreme Aff Suburb	

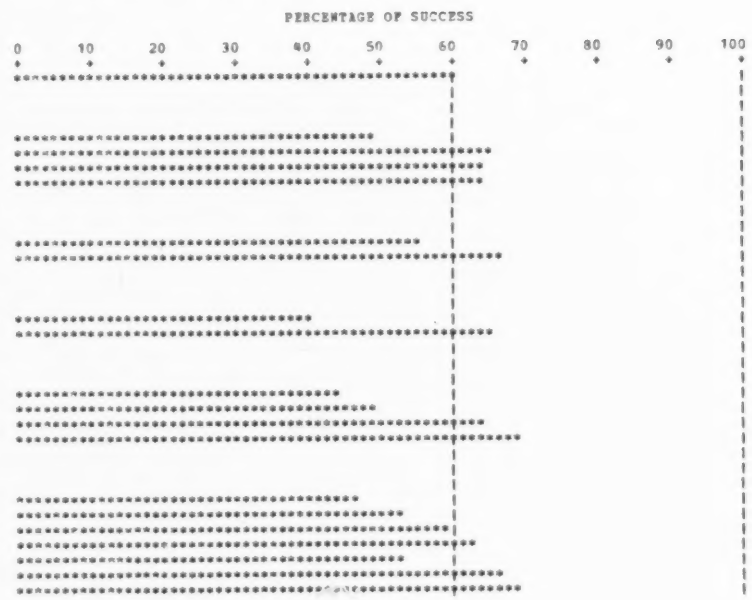
41305

Nat'l % Choosing Each Answer	How long is the program on Channel 6 at 3:00 p.m.?
14.8%	○ 30 minutes
60.5%	● 60 minutes
2.9%	○ 90 minutes
1.0%	○ 120 minutes
14.8%	○ I don't know.
6.0%	No response

702 15 10/1 02*X813050 R10330R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP
60.5	---	NATIONAL
		REGION
49.0	-11.6*	Southeast
65.1	4.6*	West
64.1	3.5*	Central
63.9	2.9	Northeast
		SEX
55.6	-4.9*	Male
65.9	5.3*	Female
		COLOR
39.4	-21.1*	Black
64.9	4.3*	White
		PARENTAL EDUCATION
43.6	-16.9*	No High School
49.1	-11.5*	Some High School
63.4	2.9*	Graduated High Sch.
69.1	8.6*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
45.9	-14.6*	Extreme Inner City
52.4	-8.1	Extreme Rural
58.9	-1.6	Small City
62.9	2.2	Medium City
52.5	-7.9*	Rest Of Big City
66.6	6.1*	Suburban Fringe
69.0	8.6*	Extreme Aff Suburb



41306 Summary of the five parts

0.3% No response

4.9% 0 parts correct

7.2% 1 part correct

11.3% 2 parts correct

15.5% 3 parts correct

26.6% 4 parts correct

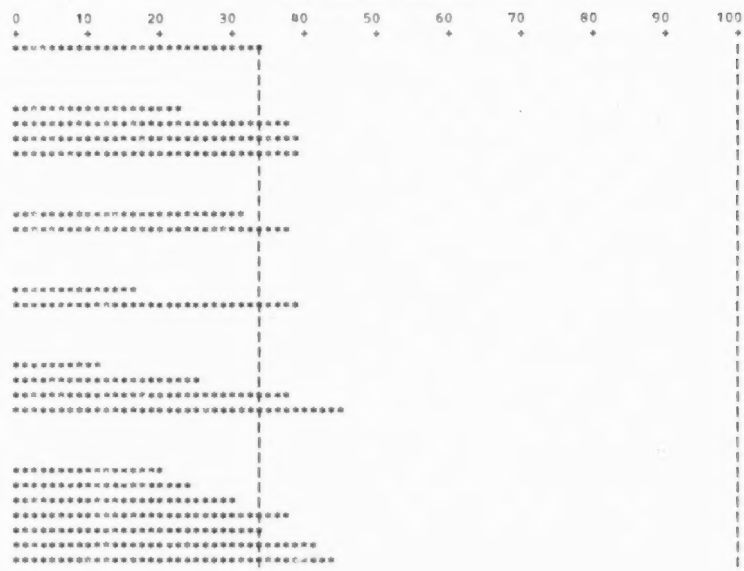
34.4% 5 parts correct

The exhibit below gives the percentages of the various groups responding correctly on all five parts.

702 159 142 15=X413060 00000030 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
30.9	---	NATIONAL	
		REGION	
22.6	-11.8*		Southeast
37.1	2.7		West
38.6	4.3*		Central
38.9	4.1		Northeast
		SEX	
31.1	-3.2*		Male
37.9	3.4*		Female
		COLOR	
15.6	-18.7*		Black
33.2	3.8*		White
		PARENTAL EDUCATION	
11.5	-22.9*		No High School
28.9	-9.5*		Some High School
37.7	3.3*		Graduated High Sch.
44.9	10.5*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
20.2	-14.1*		Extreme Inner City
24.1	-10.2		Extreme Rural
30.1	-4.2*		Small City
34.1	3.7		Medium City
34.2	-0.1		Rest Of Big City
41.1	6.8*		Suburban Fringe
43.7	9.4*		Extreme Aff Suburb



Exercise 413 -- Age 13

Overlaps: Ages 9, 17 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 68% of 13-year-olds were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 72% could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 69% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 84% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 61% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Thirty-four percent of 13-year-olds responded correctly on all five parts (41306).

Exercise 415 -- Age 13

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding,

material deleted due to copyright restrictions

ly,

young generation has done that continually from early youth."

Nat'l % Choosing Each Answer	Where would you MOST likely find this paragraph?
13.2%	○ In the encyclopedia
38.7%	● In a collection of essays
2.0%	○ On a sports page
36.8%	○ In the Dictionary of American Slang
9.0%	○ I don't know.
0.8%	No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of The New York Times.

701 09 4/1 02*Y415011 R10000R0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
39.7	---	NATIONAL	
		REGION	
35.3	-3.4	Southeast	
38.3	0.3	West	
41.8	2.1	Central	
39.8	0.7	Northeast	
		SEX	
34.4	-4.2*	Male	
43.1	4.5*	Female	
		COLOR	
30.9	-7.8*	Black	
40.0	1.3*	White	
		PARENTAL EDUCATION	
29.7	-9.0*	No High School	
34.2	-4.5	Some High School	
36.2	-2.4	Graduated High Sch.	
46.4	7.8*	Post High School	
		SIZE-AND-TYPE OF COMMUNITY	
39.0	0.3	Extreme Inner City	
34.9	-3.8	Extreme Rural	
36.5	-2.1	Small City	
39.6	0.9	Medium City	
45.7	7.0	Rest Of Big City	
40.6	1.9	Suburban Fringe	
39.1	-0.6	Extreme Aff Suburb	

Exercise 415 -- Age 13

Overlaps: Age 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the meaning of the word "beat" as used in the "beat" generation. Thirty-nine percent of 13-year-olds recognized that the passage would most likely be found in a collection of essays. However, nearly as many (37%) thought it would be found in the Dictionary of American Slang and 13% thought the encyclopedia.

Exercise 420 -- Age 13

Read the table of contents from a weekly news magazine and answer the questions which follow it.

Art	54	People	37
Books	82	National	11
Business	71	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Television	45
Medicine	59	Theater	64
Music	46	World	24

42001

Nat'l % Choosing Each Answer	Under what heading would you look to locate the reviews of a current movie?
26.3%	● Cinema
2.6%	○ Business
54.2%	○ Theater
12.7%	○ Television
3.3%	○ I don't know.
0.9%	No response

710 04 3/1 01*X420010 81030080 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
26.3	---	NATIONAL		********** |
		REGION		|
19.2	-7.1*		Southeast	******* |
28.1	1.8		West	********** |
28.7	2.4		Central	********** |
29.9	2.6		Northeast	********** |
		SEX		|
28.1	1.8		Male	********** |
24.6	-1.7		Female	********* |
		COLOR		|
13.3	-12.5*		Black	***** |
29.0	2.6*		White	********** |
		PARENTAL EDUCATION		|
13.3	-13.0*		No High School	***** |
19.3	-7.0*		Some High School	******* |
24.9	-1.4		Graduated High Sch.	********* |
34.7	8.4*		Post High School	********** | ********
		SIZE-AND-TYPE OF COMMUNITY		|
17.8	-8.5*		Extreme Inner City	******* |
19.1	-7.2		Extreme Rural	******* |
25.1	-1.2		Small City	********** |
24.1	-2.2		Medium City	********* |
20.2	-6.2		Rest Of Big City	******* |
32.9	6.6*		Suburban Fringe	********** | ******
39.3	13.0*		Extreme Aff Suburb	********** | **********

42002

Nat'l % Choosing Each Answer — On which page would you find science news?

0.6%	○	37
94.9%	●	51
1.0%	○	64
1.3%	○	81
1.5%	○	I don't know.
0.7%		No response

[illegible] 4/1 02*6420020 81030220 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
94.9	---	NATIONAL		
		REGION		
90.9	-4.0*		Southeast	
96.5	1.6		West	
96.6	1.7		Central	
95.5	0.5		Northeast	
		SEX		
93.0	-1.9*		Male	
96.7	1.8*		Female	
		COLOR		
85.4	-9.5*		Black	
96.8	1.9*		White	
		PARENTAL EDUCATION		
86.5	-8.4*		No High School	
96.9	1.9*		Some High School	
96.4	1.4		Graduated High Sch.	
96.9	2.0*		Post High School	
		SIZE-AND-TYPE OF COMMUNITY		
92.4	-2.5		Extreme Inner City	
91.6	-3.3		Extreme Rural	
95.2	0.3		Small City	
93.8	-1.1		Medium City	
97.5	2.6		Rest Of Big City	
95.7	0.8		Suburban Fringe	
99.0	4.1*		Extreme Aff Suburb	

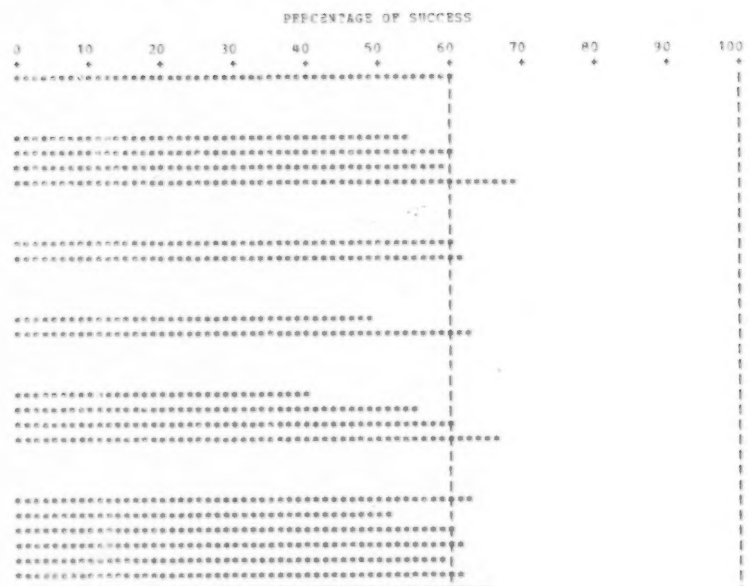
42003

Nat'l % Choosing Each Answer	Which article would you be MOST likely to find in this magazine?
12.0%	○ "The Life of Lou Gehrig"
2.7%	○ "How to Become a Golf Expert"
6.8%	○ "A History of Baseball in America"
60.3%	● "Outstanding Sports Events of the Week?"
16.8%	○ I don't know.
1.4%	No response

[illegible] 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE ..... GROUP
60.3	---	NATIONAL
		REGION
51.9	-8.4*	Southeast
59.5	-0.8	West
59.1	-1.1	Central
68.2	7.9*	Northeast
		SEX
59.6	-0.7	Male
61.0	0.7	Female
		COLOR
49.0	-11.2*	Black
62.8	2.5*	White
		PARENTAL EDUCATION
39.4	-20.8*	No High School
54.7	-5.6	Some High School
59.1	-0.8	Graduated High Sch.
65.9	5.6*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
63.1	2.8	Extreme Inner City
51.4	-8.8	Extreme Rural
59.3	-0.9	Small City
60.9	0.6	Medium City
58.7	-1.6	Rest Of Big City
61.1	0.8	Suburban Fringe
65.2	4.9	Extreme Aff Suburb



42004 Summary of the three parts

0.3% No response

2.9% 0 parts correct

29.8% 1 part correct

49.5% 2 parts correct

17.6% 3 parts correct

The exhibit below pertains to the percentages who responded correctly on all three parts.

T11 049 1/2 13*(420040 90000000 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
17.6	---	NATIONAL	**********
		REGION	
12.2	-5.4*	Southeast	*******
19.2	1.6	West	**********
19.0	0.4	Central	**********
20.9	3.3	Northeast	**********
		SEX	
18.1	0.5	Male	**********
17.1	-0.5	Female	**********
		COLOR	
5.9	-11.8*	Black	****
19.9	2.4*	White	**********
		PARENTAL EDUCATION	
7.6	-10.0*	No High School	*****
9.9	-8.6*	Some High School	*****
16.1	-1.4	Graduated High Sch.	**********
25.7	7.6*	Post High School	**********
		SIZE-AND-TYPE OF COMMUNITY	
11.5	-6.1*	Extreme Inner City	*******
11.6	-6.0*	Extreme Rural	*******
16.6	-1.0	Small City	**********
15.7	-1.9	Medium City	**********
13.3	-4.3	Rest Of Big City	********
21.7	4.1	Suburban Fringe	**********
29.2	11.6*	Extreme Aff Suburb	**********

Exercise 420 -- Age 13

Overlaps: Age 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise presents a table of contents such as might be found in a weekly news magazine. On part 42001, 26% of 13-year-olds correctly answered that the reviews of a current movie would be located in the cinema section. However, 54% said "Theater" and 13% said "Television." It seems likely that most 13-year-olds did not know the meaning of "Cinema." On part 42002, 95% correctly gave the page where they could find the science news. On part 42003, 60% correctly stated that, of the titles given, they would most likely find "Outstanding Sports Events of the Week" in a weekly news magazine. Only 18% of 13-year-olds responded correctly on all three parts (42004).

CHAPTER 5

RESULTS FOR AGE 17

The 17-year-olds participating in the 1970-71 Reading assessment fall into two classifications: (1) the "in-school" 17-year-olds and (2) the "out-of-school" 17-year-olds who were not enrolled in public or private schools because they either dropped out or completed high school early. The latter were included to provide in the assessment a more balanced representation of all 17-year-olds. The "in-school" 17-year-olds participating in the assessment were born between October 1, 1953, and September 30, 1954. About three fourths of them were enrolled in the eleventh grade at the time of the assessment; of the remainder, about half were enrolled in the tenth grade and about half in the twelfth grade. The "out-of-school" 17-year-olds who participated in the assessment were (1) not enrolled in public or private school during March, 1970, and were born between October 1, 1952, and September 30, 1953,[1] or (2) not enrolled in public or private school during January, 1971, and were born between October 1, 1953, and September 30, 1954.

First, we describe each group's overall behavior on the Theme 4 exercises; then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty-two specific effects (behaviors) on reference materials are summarized at age 17. Twelve of these represent released exercises and are described in detail. The other 10 behaviors represent unreleased exercises to be used in future assessments. Exhibit 5-1 shows the distribution of the 22 effects representing Theme 4 for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). Each specific behavior is indicated by a box with an X (☒)

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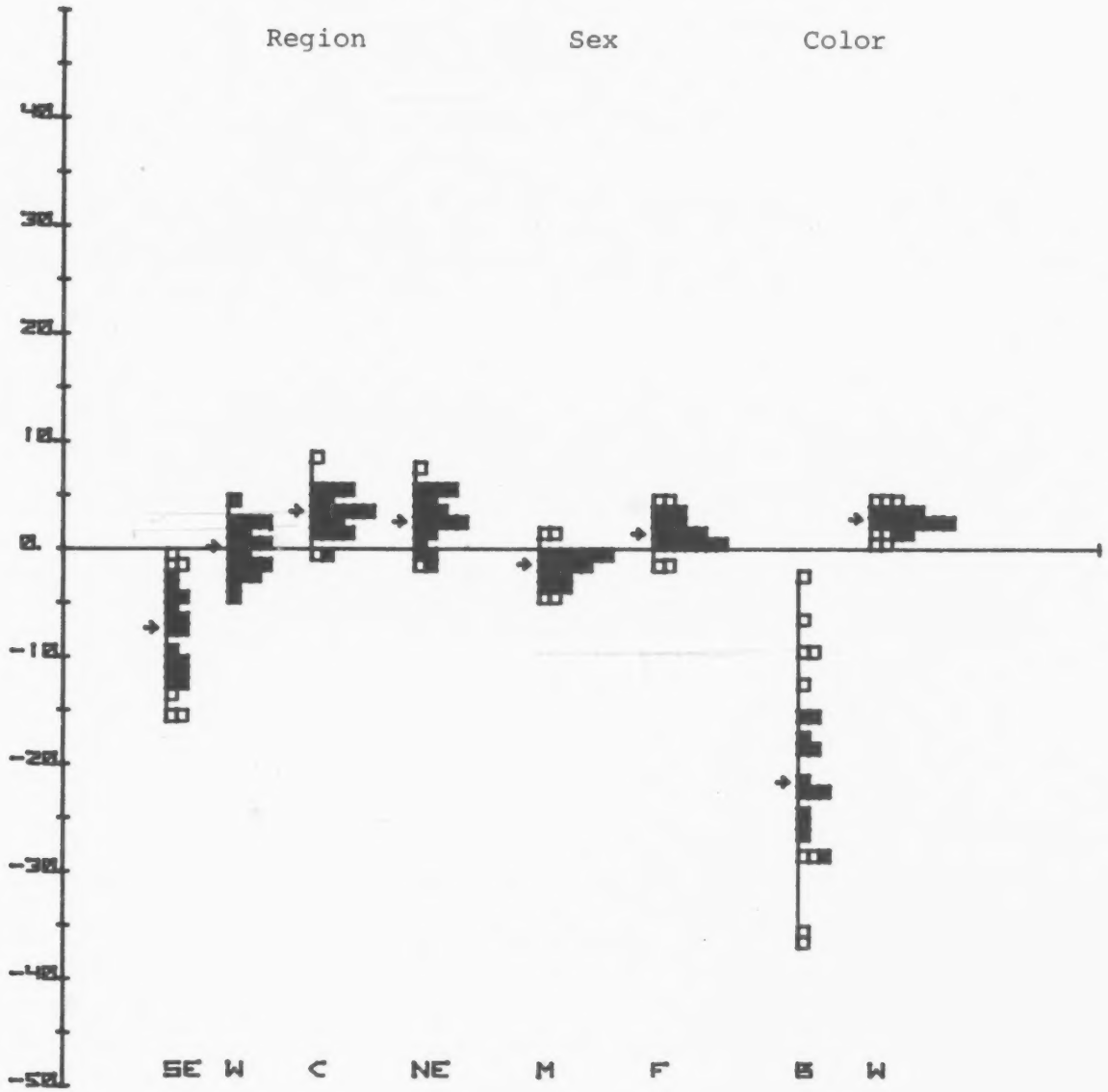
[1]These respondents were actually 18-year-olds who were included in the sample to obtain a larger representation. It was deemed that one year's difference in age would make little difference in the way they respond since they were out of school.

EXHIBIT 5-1A

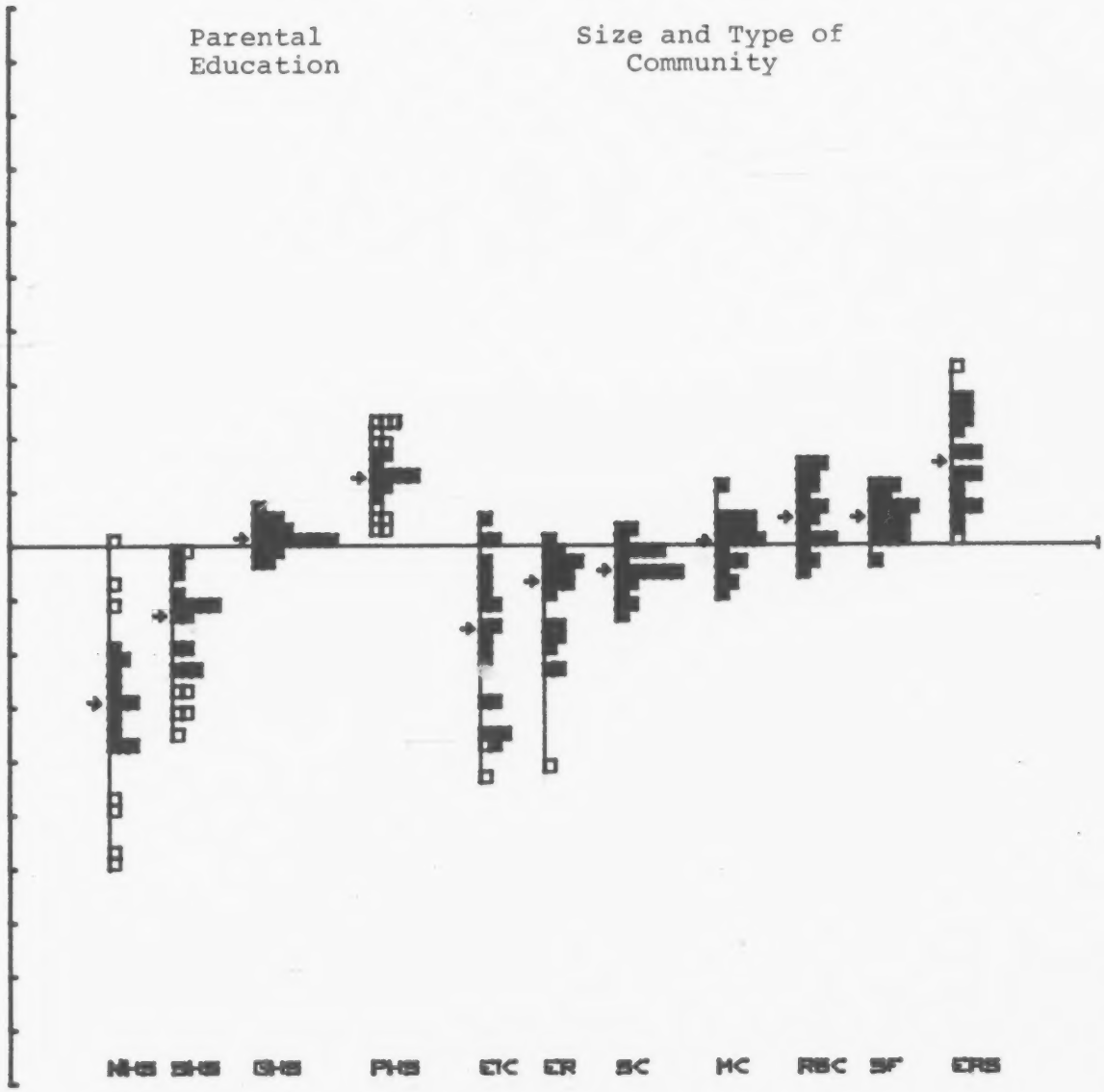
Distribution of Effects for Age 17



Median Effect	-7.4		3.5		-1.4		-21.6	
		0.2		2.6		1.4		2.9

EXHIBIT 5-1B

Distribution of Effects for Age 17



Median Effect	-14.2		0.6		-7.8		-2.4		2.5	7.6
		-6.5		6.3		-3.4		0.3	2.5	

unless it differs atypically from the group's median level; then it is represented by an open box (□).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[2] the national level.

When a group's overall behavior has been described as tending to be about the same as the national level (0), a specific behavior for that group can be atypically high or low relative to the group's median level.

Region

Southeastern 17-year-olds had a median effect of -7.4 and an overall behavior characteristically below the national level. However, they performed atypically closer to the national level on Exercise R41208 that required performing a variety of tasks with a dictionary, and on Exercise R421 that asked for the pages indicated in an index that gave information on earthworms. Their behavior was atypically farther from the national level on three exercises: R41303 required recognizing from a TV Guide that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game runs until 4:00 p.m.; R42001 required recognizing from the table of contents of a weekly news magazine that movie reviews would be in the cinema section; and R42204 required giving three facts about a program listed in a TV Guide.

With a median effect of 0.2, Western 17-year-olds had an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

Central 17-year-olds had a median effect of 3.5 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on Exercise U41802 that required recognizing on a library catalog card when the author died. They performed atypically closer to the national level on Exercise U417 that required recognizing which topic in an index comes first in a book.

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[2]An atypical effect (or behavior) described as being closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

Northeastern 17-year-olds had a median effect of 2.5 and had an overall behavior tending to be above the national level. Their behavior was atypically farther from the national level on Exercise R42003 that asked which of several articles would most likely appear in a weekly news magazine. However, they performed atypically closer to the national level on Exercise R415 that required recognizing that a passage on the meaning of "beat" most likely came from a collection of essays.

Sex

While boys had a median effect of -1.4 and an overall behavior characteristically below the national level, girls had a median effect of 1.4 and an overall behavior characteristically above the national level. However, both boys and girls performed closer to the national level on Exercise U417 that required recognizing which topic in an index comes first in the book, and on Exercise U41801 that required determining from a library catalog card the topic of the book. Both groups performed atypically farther from the national level on Exercise R41305 that asked the length of the program on Channel 6 at 3:00 p.m. and on Exercise U41902 that required determining from a library catalog card if a book is illustrated.

Color

While Black 17-year-olds had a median effect of -21.6 and an overall behavior characteristically below the national level, White 17-year-olds had a median effect of 2.9 and an overall behavior characteristically above the national level. However, both groups had behaviors atypically closer to the national level on four exercises: R41208 required performing several tasks involving a dictionary; U41901 asked for the call number from a library catalog card; U42002 required determining from the table of contents of a weekly news magazine the page where science news would be found; and R421 required determining from an index the pages on which information on earthworms could be found. Blacks also performed atypically closer to the national level on Exercise R41304 (TV Guide).

Both groups had behaviors atypically farther from the national level on three exercises: U41802 required identifying from a library catalog card when the author died; R42001 required recognizing from the table of contents of a weekly news magazine that movie reviews are found in the cinema section; and R42204 asked for three facts about a program listed in a TV Guide. Blacks also performed atypically farther from the national level on Exercise U41606 that required using a newspaper directory.

Parental Education[3]

Although the no high school group had a median effect of -14.2 and the some high school group had a median effect of -6.5, the overall behavior of both groups was characteristically below the national level.

The no high school group performed atypically closer to the national level on three exercises: R41208 required performing several tasks involving a dictionary; U41901 asked for the call number on a library catalog card; and R421 asked for the pages indicated by an index where information on earthworms could be found. Their behavior was atypically farther from the national level on four exercises: R415 required recognizing that a passage on the meaning of "beat" most likely came from a collection of essays; U41802 required determining from a library catalog card when the author died; R42001 required recognizing from a news magazine table of contents that movie reviews would be found in the cinema section; and R42204 asked for three facts about a program listed in a TV Guide.

The some high school group performed atypically closer to the national level on Exercise R41304 (TV Guide) that asked what time the cartoons are shown. Their behavior was atypically farther from the national level on five exercises: U41606 regarded using a newspaper directory; U41802 required identifying from a library catalog card when the author died; U41803 required recognizing that the book had originally been in a foreign language; R42001 required recognizing from a news magazine table of contents that movie reviews would be in the cinema section; and R42204 asked for three facts about a program listed in a TV Guide.

With a median effect of 0.6, the graduated from high school group had an overall behavior tending to be above the national level. They had no atypical behaviors.

The post high school group had a median effect of 6.3 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on six exercises: R415 required recognizing that a passage on the meaning of "beat" was most likely from a collection of essays; U41606 regarded the use of a newspaper directory; U41802 required identifying from a library catalog card when the author died; R42001 required recognizing from a news magazine table of contents

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[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

that movie reviews are in the cinema section; R42003 required recognizing which of several articles would most likely appear in a news magazine; and R42204 asked for three facts about a program listed in a TV Guide. Their behavior was atypically closer to the national level on five exercises: R41208 required several tasks involving a dictionary; R41304 required recognizing from a TV Guide when the cartoons are shown; U41901 asked for the call number from a library catalog card; R42002 required identifying from a news magazine table of contents the page where science news could be found; and R421 required identifying from an index the pages where information on earthworms could be found.

Size and Type of Community[4]

With a median effect of -7.8, the extreme inner city group had an overall behavior characteristically below the national level. They performed atypically farther from the national level on Exercise U41801 that asked for the topic of a book from a library catalog card and on Exercise R42001 that required recognizing from a news magazine table of contents that movie reviews are in the cinema section.

The extreme rural and small city groups had median effects of -3.4 and -2.4, respectively. The overall behavior of both groups tended to be below the national level. The extreme rural group performed atypically farther from the national level on Exercise R42204 that asked for three facts about a program listed in a TV Guide. The small city group had no atypical behaviors.

With a median effect of 0.4, the medium city group had an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

The rest of big city and suburban fringe groups both had median effects of 2.5. The overall behavior of both groups tended to be above the national level. Neither group had any atypical behaviors.

With a median effect of 7.6, the extreme affluent suburb group had an overall behavior characteristically above the national level. They performed atypically farther from the national level on Exercise R42001 that required recognizing from a news magazine table of contents that movie reviews are in the cinema section. However, they performed atypically closer to the national level

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[4]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

on Exercise R421 that required identifying from an index the pages where information on earthworms could be found.

* * * * * * * * *

The data for each released exercise representing reference materials are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 17-year-olds choosing each answer is also shown. The size and type of community information applies to "in-school" 17-year-olds only (labeled "17IS").

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 412 -- Age 17

(Give dictionary to student.

Ask the first two questions and record the main points of his responses.)

41201

First ask: "What is a dictionary?" *

94.7% _____

*(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202

Then ask: "What does the word 'define' mean?" **

89.5% _____

**(Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

Open the book to page 15 and tell me any three words defined on that page.*

98.1%
1. Allied, Alligator, Alliteration
2. Allocate, Allot, Allow
3. Allowance, Alloy, All right

41204

Tell me the last word defined in the "P" section.

96.3% Psychosis

41205

Tell me the number of the last page in the dictionary.

99.0% 632

41206

Tell me the number of the page on which you can find out what the word "bake" means.

97.1% 44

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

98.0% Just before Lousy
Just after Loud boat

41208

91.8% All five parts correct (41203-07)

*Other Acceptable Words

all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, alms, alms house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

S12 02B 1/2 15*X412080 B10300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
91.8	---	NATIONAL	**********
		REGION	
90.1	-1.7	Southeast	**********
90.8	-1.0	West	**********
94.9	3.1*	Central	**********
90.4	-1.3	Northeast	**********
		SEX	
90.2	-1.6*	Male	**********
93.4	1.6*	Female	**********
		COLOR	
81.9	-9.9*	Black	**********
93.1	1.3*	White	**********
		PARENTAL EDUCATION	
86.8	-5.0	No High School	**********
86.8	-4.9*	Some High School	**********
92.5	0.8	Graduated High Sch.	**********
96.9	3.1*	Post High School	**********
92.4	---	NATIONAL(17IS ONLY)	**********
		SIZE-AND-TYPE OF COMMUNITY	
86.6	-5.8*	Extreme Inner City	**********
91.7	-0.7	Extreme Rural	**********
92.1	-0.3	Small City	**********
91.5	-0.9	Medium City	**********
94.0	1.6	Rest Of Big City	**********
92.8	0.4	Suburban Fringe	**********
96.9	4.4*	Extreme Aff Suburb	**********

Exercise 412 -- Age 17

Overlaps: Ages 9, 13 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

For this exercise, 17-year-olds were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 98% could give at least three words listed on page 15. On part 41204, 96% could give the last word (python) defined in the "P" section. On part 41205, 99% could give the number of the last page in the book. On part 41206, 97% could give the number of the page where they could find out what the word "bake" means. On part 41207, 98% could give the words defined just before and just after "house." Ninety-two percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of 17-year-olds in the various groups who were correct on all five parts (regarded as success on this exercise).

Exercise 413 -- Age 17

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. [2] Super Mutt - Cartoons

material deleted due to copyright restrictions

popular music of local groups.

(Read the questions to the student and record his answers.)

41301

Which program is being run for at least a second time?

83.9% Childrens Variety

*Adapted from TV Guide (R) Magazine, with permission.

S06 16 3/1 01*X413010 81030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
83.9	---	NATIONAL	
		REGION	
76.6	-7.3*	Southeast	
79.9	-4.0*	West	
88.6	4.7*	Central	
87.3	3.4*	Northeast	
		SEX	
82.1	-1.8*	Male	
85.7	1.8*	Female	
		COLOR	
59.2	-24.7*	Black	
87.0	3.1*	White	
		PARENTAL EDUCATION	
67.8	-16.1*	No High School	
78.9	-5.0*	Some High School	
82.6	-1.3	Graduated High Sch.	
90.8	6.9*	Post High School	
94.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
80.4	-4.4	Extreme Inner City	
82.6	-2.1	Extreme Rural	
84.6	-0.2	Small City	
79.9	-4.9*	Medium City	
90.8	6.0*	Rest Of Big City	
87.9	3.1	Suburban Fringe	
88.1	3.3	Extreme Aff Suburb	

41302

Nat'l % Choosing Each Answer	If you watched the entire movie, could you also see the entire program about the San Diego Zoo?
11.8%	○ Yes
84.7%	● No
2.8%	○ I don't know.
0.8%	No response

S06 16 5/1 02*X413020 B1030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
84.7	---	NATIONAL	
		REGION	
74.0	-10.6*	Southeast	
84.6	-0.1	West	
88.5	3.8*	Central	
88.3	3.6*	Northeast	
		SEX	
83.7	-0.9	Male	
85.6	0.9	Female	
		COLOR	
62.5	-22.2*	Black	
87.5	2.8*	White	
		PARENTAL EDUCATION	
73.8	-10.9*	No High School	
79.4	-5.3*	Some High School	
85.9	1.3	Graduated High Sch.	
90.3	5.6*	Post High School	
85.5	---	NATIONAL(47IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
79.3	-7.2*	Extreme Inner City	
83.7	-1.8	Extreme Rural	
82.8	-2.7	Small City	
82.4	-3.1	Medium City	
90.3	4.8	Rest Of Big City	
88.6	3.1	Suburban Fringe	
94.0	8.5*	Extreme Aff Suburb	

41303

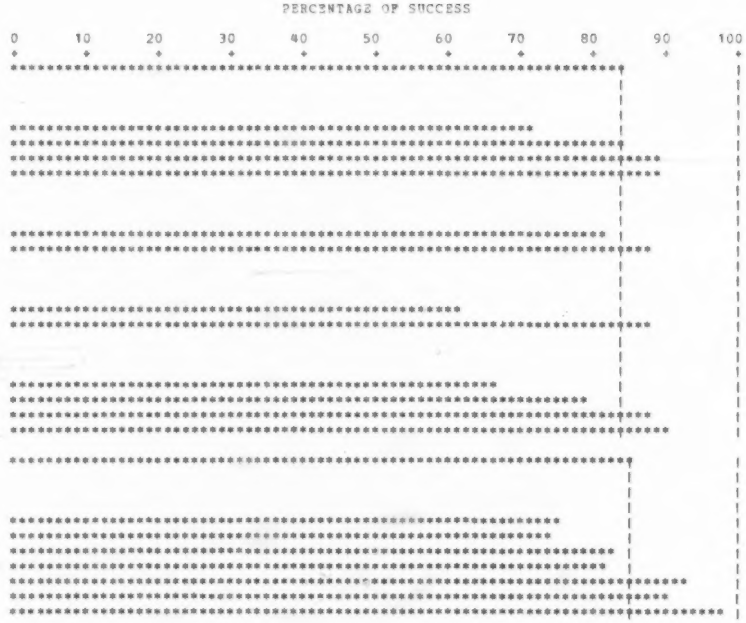
Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

84.2% baseball game from Montreal 4:00 p.m.

S06 16 6/1 01*X413030 B10300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
84.2	---	NATIONAL	
		REGION	
70.9	-13.3*		Southeast
83.2	-1.0		West
89.3	5.1*		Central
89.1	4.9*		Northeast
		SEX	
81.2	-3.0*		Male
87.2	3.0*		Female
		COLOR	
61.9	-22.3*		Black
87.2	2.9*		White
		PARENTAL EDUCATION	
66.7	-17.5*		No High School
78.5	-5.7*		Some High School
86.9	2.7*		Graduated High Sch.
90.4	6.2*		Post High School
85.1	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
74.7	-10.4*		Extreme Inner City
73.9	-11.2*		Extreme Rural
93.1	-2.0		Small City
81.5	-3.6*		Medium City
92.4	7.3*		Rest Of Big City
90.3	5.2*		Suburban Fringe
97.1	12.0*		Extreme Aff Suburb



41304

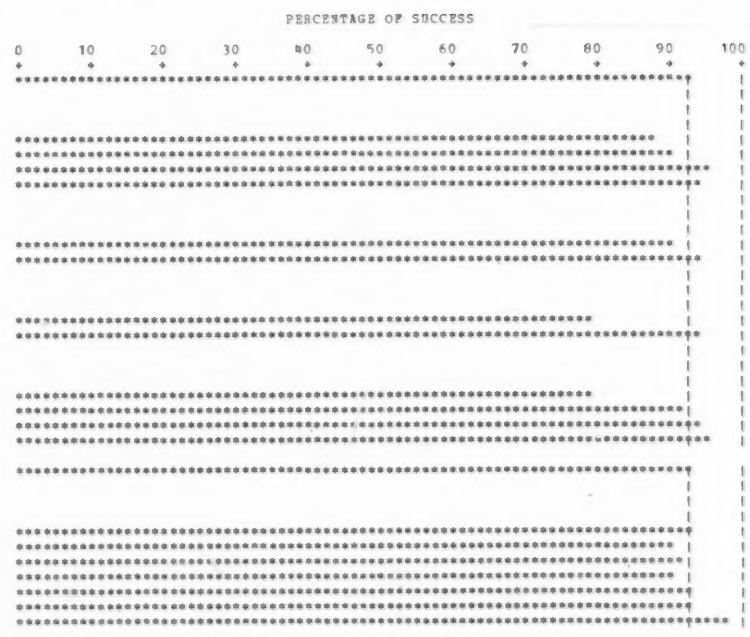
At what time are the cartoons shown?

92.0% 2:00 p.m.

S06 16 8/1 01*X413040 R1030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
92.0	---	NATIONAL	
		REGION	
87.7	-4.3*		Southeast
89.8	-2.3		West
94.7	2.7*		Central
94.1	2.0*		Northeast
		SEX	
89.9	-2.2*		Male
94.2	2.2*		Female
		COLOR	
79.2	-12.8*		Black
93.8	1.8*		White
		PARENTAL EDUCATION	
78.3	-13.7*		No High School
91.5	-0.5		Some High School
93.8	1.8*		Graduated High Sch.
94.7	2.6*		Post High School
92.2	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
92.6	0.4		Extreme Inner City
90.0	-2.2		Extreme Rural
91.2	-0.9		Small City
89.8	-2.3		Medium City
93.1	0.9		Rest Of Big City
92.9	0.7		Suburban Fringe
97.6	5.4*		Extreme Aff Suburb



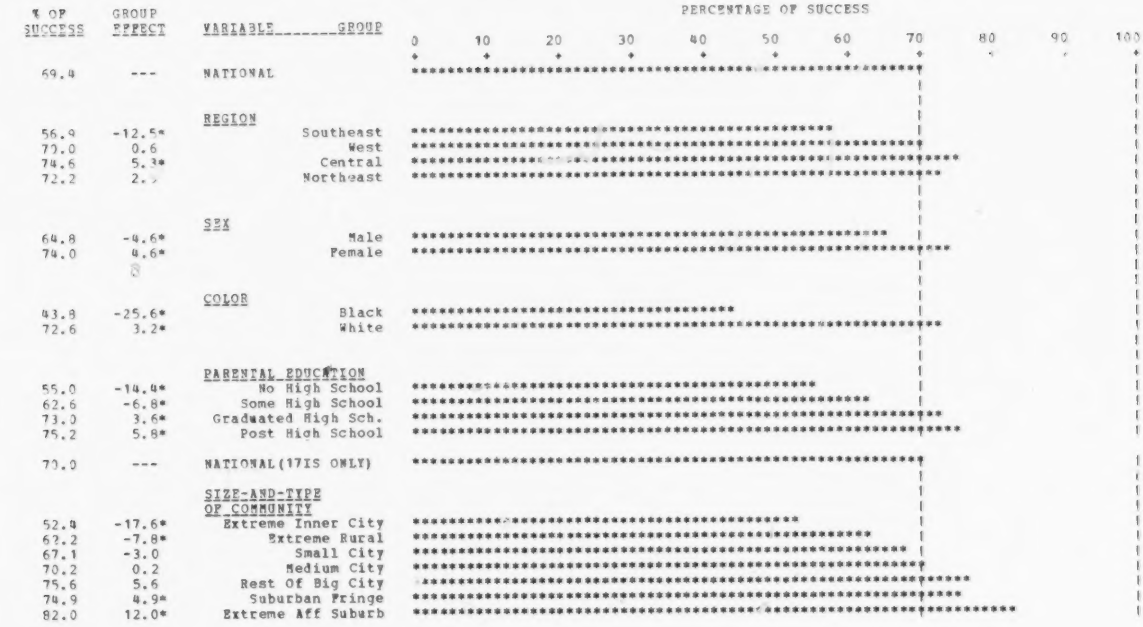
41305

Nat'l % Choosing Each Answer	How long is the program on Channel 6 at 3:00 p.m.?
9.3%	○ 30 minutes
69.4%	● 60 minutes
1.2%	○ 90 minutes
0.3%	○ 120 minutes
13.9%	○ I don't know.
5.9%	No response

S06 16 10/1 02*X413050 81030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
69.4	---	NATIONAL	
		REGION	
56.9	-12.5*		Southeast
77.0	0.6		West
74.6	5.3*		Central
72.2	2.9		Northeast
		SEX	
64.8	-4.6*		Male
74.0	4.6*		Female
		COLOR	
43.8	-25.6*		Black
72.6	3.2*		White
		PARENTAL EDUCATION	
55.0	-14.4*		No High School
62.6	-6.8*		Some High School
73.0	3.6*		Graduated High Sch.
75.2	5.8*		Post High School
77.0	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
52.4	-17.6*		Extreme Inner City
62.2	-7.8*		Extreme Rural
67.1	-3.0		Small City
70.2	0.2		Medium City
75.6	5.6		Rest Of Big City
74.9	4.9*		Suburban Fringe
82.0	12.0*		Extreme Aff Suburb



2

41306 Summary of the five parts

0.2% No response

1.3% 0 parts correct

3.9% 1 part correct

5.8% 2 parts correct

9.8% 3 parts correct

25.5% 4 parts correct

53.4% 5 parts correct

The exhibit below pertains to the percentages of individuals in the various groups who were correct on all five parts.

S06 16B 1/2 15*X413060 80000000 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
53.4	---	NATIONAL	**********
		REGION	
37.5	-15.9*	Southeast	*******
51.7	-1.7	West	**********
60.7	7.3*	Central	************
58.3	4.9*	Northeast	**********
		SEX	
49.4	-4.0*	Male	**********
57.4	4.0*	Female	**********
		COLOR	
23.6	-29.8*	Black	*****
57.1	3.7*	White	**********
		PARENTAL EDUCATION	
36.5	-16.9*	No High School	*******
42.0	-11.4*	Some High School	*********
55.1	1.7	Graduated High Sch.	**********
62.4	9.0*	Post High School	************
54.2	---	NATIONAL(17IS ONLY)	**********
		SIZE-AND-TYPE OF COMMUNITY	
37.0	-17.1*	Extreme Inner City	*******
46.0	-8.2*	Extreme Rural	*********
50.8	-3.3	Small City	**********
51.2	-3.0	Medium City	**********
61.1	6.9*	Rest Of Big City	************
62.1	7.9*	Suburban Fringe	************
66.5	12.3*	Extreme Aff Suburb	**************

Exercise 413 -- Age 17

Overlaps: Ages 9, 13 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 84% of 17-year-olds were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 85% could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 84% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 92% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 69% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Fifty-three percent of 17-year-olds responded correctly on all five parts (41306).

Exercise 415 -- Age 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding, and

material deleted due to copyright restrictions

young generation has done that continually from early youth.*

Nat'l % Choosing Each Answer — Where would you MOST likely find this paragraph?

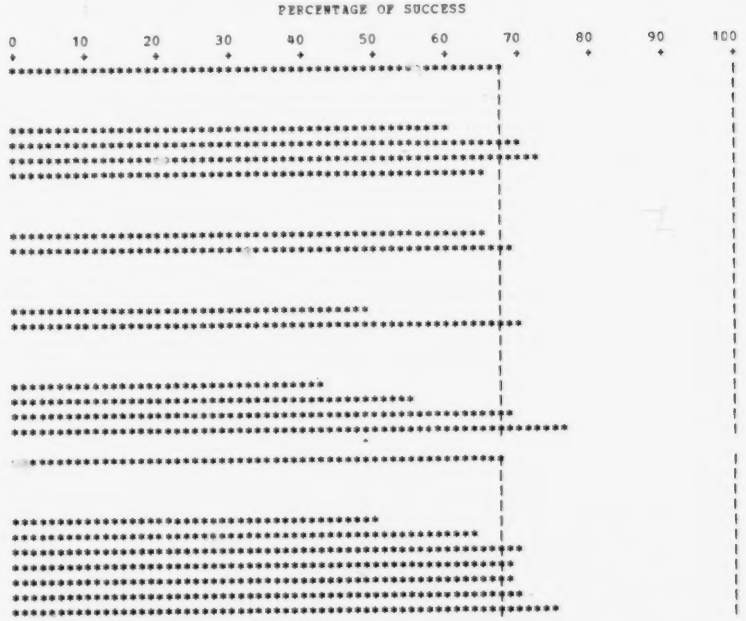
4.9%	○	In the encyclopedia
67.0%	●	In a collection of essays
1.1%	○	On a sports page
21.1%	○	In the Dictionary of American Slang
5.1%	○	I don't know.
0.7%		No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of the New York Times Company.

S08 11 4/1 02*X415011 R10000R0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
67.0	---	NATIONAL	
		REGION	
59.6	-7.4*		Southeast
69.7	2.7		West
72.2	5.2*		Central
65.?	-1.9		Northeast
		SEX	
64.8	-2.3		Male
69.3	2.3		Female
		COLOR	
49.0	-18.1*		Black
69.9	2.8*		White
		PARENTAL EDUCATION	
42.7	-24.3*		No High School
55.3	-11.7*		Some High School
69.1	2.0		Graduated High Sch.
76.5	9.5*		Post High School
68.0	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
49.8	-18.2*		Extreme Inner City
63.5	-4.5		Extreme Rural
69.6	1.7		Small City
69.1	1.2		Medium City
68.3	0.4		Rest Of Big City
70.2	2.1		Suburban Fringe
74.7	6.7*		Extreme Aff Suburb



Exercise 415 -- Age 17

Overlaps: Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the meaning of the word "beat" as used in the "beat" generation. Sixty-seven percent of 17-year-olds recognized that the passage would most likely be found in a collection of essays. However, more than one in every five (21%) chose the Dictionary of American Slang; 5% thought the encyclopedia.

Exercise 420 -- Age 17

Read the table of contents from a weekly news magazine and answer the questions which follow it.

Art	54	People	37
Books	82	National	11
Business	71	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Televison	45
Medicine	59	Theater	64
Music	46	World	24

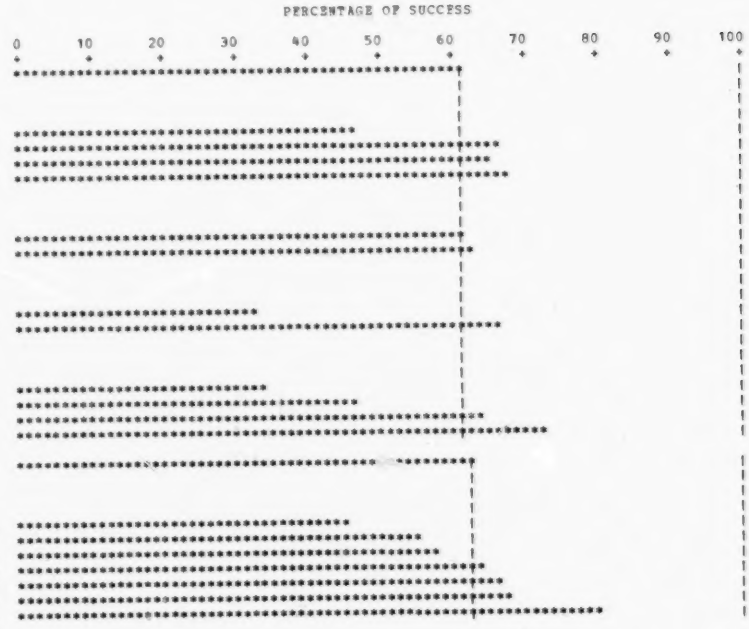
42001

Nat'l % Choosing Each Answer	Under what heading would you look to locate the reviews of a current movie?
61.7%	● Cinema
0.8%	○ Business
30.7%	○ Theater
5.6%	○ Television
1.1%	○ I don't know.
0.2%	No response

508 08 3/1 01*X420010 R1030080 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
61.7	---	NATIONAL	
		REGION	
46.6	-15.1*		Southeast
65.9	4.2		West
65.4	3.7		Central
67.0	5.3		Northeast
		SEX	
60.9	-0.8		Male
62.5	0.8		Female
		COLOR	
32.8	-28.9*		Black
66.0	4.3*		White
		PARENTAL EDUCATION	
33.7	-28.0*		No High School
46.7	-15.0*		Some High School
63.8	2.0		Graduated High Sch.
72.7	11.0*		Post High School
62.8	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
44.6	-18.3*		Extreme Inner City
54.5	-8.3*		Extreme Rural
57.8	-5.0*		Small City
64.4	1.5		Medium City
66.5	3.7		Rest Of Big City
67.9	5.1		Suburban Fringe
79.7	16.9*		Extreme Aff Suburb



42002

Nat'l % Choosing Each Answer	On which page would you find science news?
0.2%	○ 37
95.7%	● 51
0.7%	○ 64
0.4%	○ 81
1.3%	○ I don't know.
1.7%	No response

S08 08 4/1 02*X420020 R10300R0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
95.7	---	NATIONAL	
		REGION	
92.7	-2.9*		Southeast
96.3	0.6		West
95.6	-0.1		Central
97.8	2.1*		Northeast
		SEX	
94.4	-1.3*		Male
97.0	1.3*		Female
		COLOR	
86.5	-9.2*		Black
97.1	1.4*		White
		PARENTAL EDUCATION	
86.3	-9.4*		No High School
95.0	-0.7		Some High School
95.9	0.2		Graduated High Sch.
98.4	2.7*		Post High School
95.8	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
92.8	-3.0*		Extreme Inner City
94.8	-1.0		Extreme Rural
94.2	-1.6*		Small City
97.3	1.5		Medium City
97.8	2.0		Rest Of Big City
96.0	0.3		Suburban Fringe
98.3	2.5*		Extreme Aff Suburb

PERCENTAGE OF SUCCESS

0 10 20 30 40 50 60 70 80 90 100

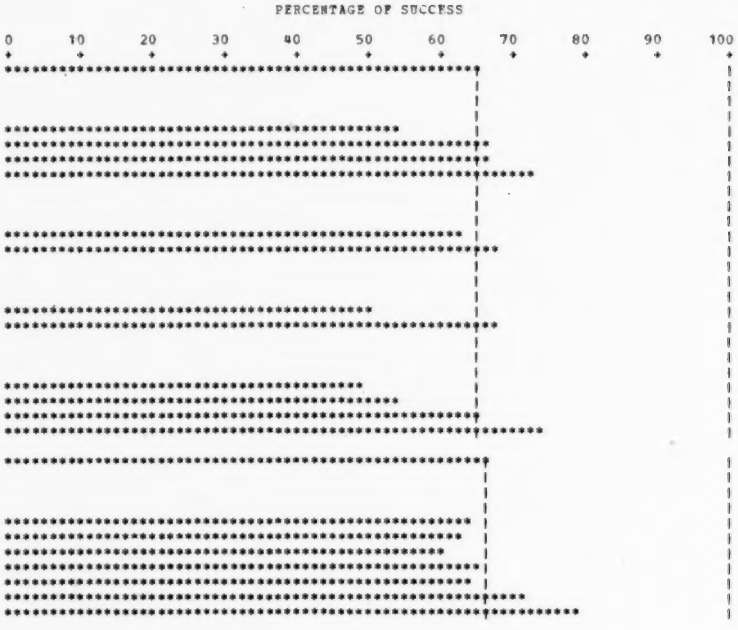
42003

Nat'l % Choosing Each Answer	Which article would you be MOST likely to find in this magazine?
7.9%	○ "The Life of Lou Gehrig"
3.0%	○ "How to Become a Golf Expert"
3.7%	○ "A History of Baseball in America"
65.0%	● "Outstanding Sports Events of the Week"
16.6%	○ I don't know.
3.8%	No response

S08 08 5/1 04*X420030 R10300R0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
65.0	---	NATIONAL	
		REGION	
53.7	-11.4*		Southeast
65.9	0.8		West
66.5	1.4		Central
72.7	7.7*		Northeast
		SEX	
63.1	-1.9		Male
67.0	1.9		Female
		COLOR	
49.7	-15.4*		Black
67.0	1.9*		White
		PARENTAL EDUCATION	
49.1	-15.9*		No High School
53.3	-11.8*		Some High School
64.9	-0.2		Graduated High Sch.
74.1	9.0*		Post High School
65.9	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
63.7	-2.2		Extreme Inner City
62.8	-3.1		Extreme Rural
59.4	-6.5*		Small City
64.4	-1.5		Medium City
63.9	-2.0		Rest Of Big City
71.0	5.1		Suburban Fringe
78.9	13.0*		Extreme Aff Suburb



42004 Summary of the three parts

0.1% No response

2.5% 0 parts correct

17.1% 1 part correct

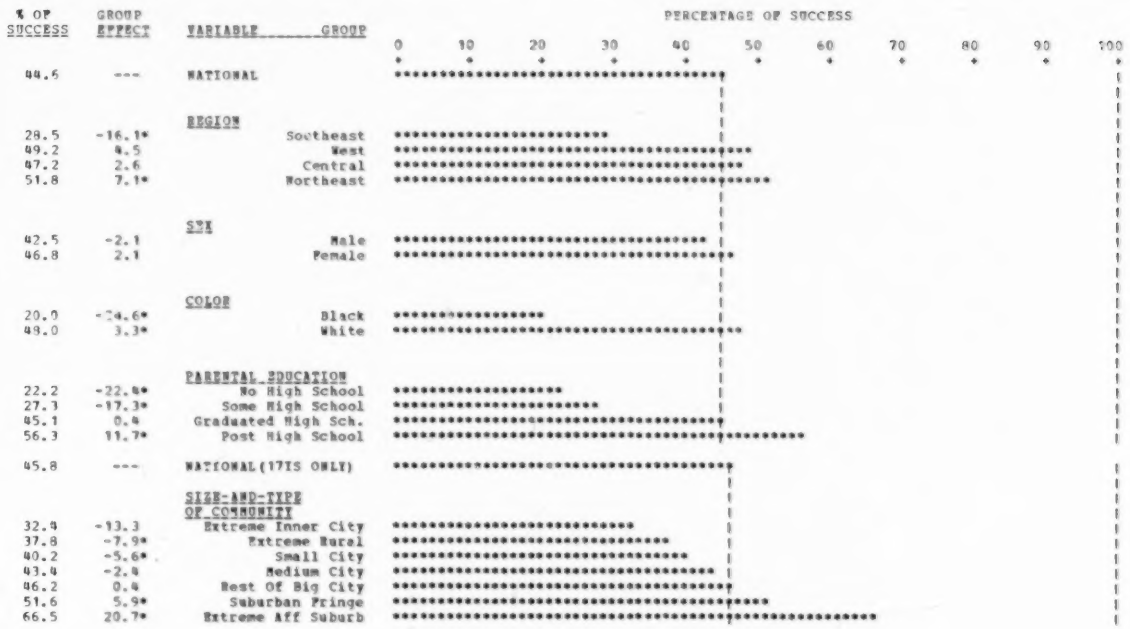
35.7% 2 parts correct

44.6% 3 parts correct

The exhibit below pertains to the percentages who responded correctly on all three parts.

S08 08B 1/2 13*X420040 R0000000 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 420 -- Age 17

Overlaps: Age 13

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise presents a table of contents such as might be found in a weekly news magazine. On part 42001, 62% of 17-year-olds correctly answered that the reviews of a current movie would be located in the cinema section. However, 31% said "Theater" and 6% said "Television." It would seem that about one third of 17-year-olds do not know the meaning of "cinema." On part 42002, 96% correctly gave the page where they could find the science news. On part 42003, 65% correctly stated that, of the titles given, they would most likely find "Outstanding Sports Events of the Week" in a weekly news magazine. Forty-five percent of 17-year-olds responded correctly on all three parts (42004).

Exercise 421 -- Age 17

Here is part of an index page from a science book.

On which pages would you find information about <u>earthworms</u>?

water,52,60-65,140-152

weather,60,70-75

weeds,15-20

wheat,32-36

wind,66-75

wire,200-210,212,214

wool,6-10

wolves,3,5,10

worms,195-196

Nat'l % Choosing Each Answer		
0.2%	○	5,10
0.1%	○	16,17
0.4%	○	34,35
98.3%	●	195,196
0.2%	○	207,208
0.7%	○	I don't know.
0.1%		No response

S02 09 3/1 04*X421013 R00300R0 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
98.3	---	NATIONAL	
		REGION	
96.3	-1.9	Southeast	
97.5	-0.8	West	
99.8	1.5*	Central	
98.6	0.4	Northeast	
		SEX	
97.5	-0.8*	Male	
99.0	0.8*	Female	
		COLOR	
92.1	-6.2*	Black	
99.2	0.9*	White	
		PARENTAL EDUCATION	
94.8	-3.5*	No High School	
96.9	-1.4	Some High School	
98.6	0.3	Graduated High Sch.	
99.7	1.4*	Post High School	
98.3	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
98.0	-0.4	Extreme Inner City	
97.2	-1.2	Extreme Rural	
98.7	0.3	Small City	
98.4	0.1	Medium City	
98.5	0.2	Rest Of Big City	
98.4	0.1	Suburban Fringe	
99.4	0.0	Extreme Aff Suburb	

Exercise 421 -- Age 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise gives a facsimile of a portion of an index from a science book. Ninety-eight percent of 17-year-olds correctly gave the pages (195,196), listed under "worms," where they would find information about earthworms.

Exercise 422 -- Age 17

Here is part of a television viewing guide* you might find in a newspaper. Read it and then answer the questions which follow it.

3:00 p.m. [7] Movie - Mystery

material deleted due to copyright restrictions

1.1% No response

*Adapted from TV Guide® Magazine, with permission.

42203

Nat'l % Choosing Each Answer	What will Bob Johnston play in the movie?
6.7%	○ The sidekick
2.1%	○ The escaped convict
84.5%	● The master detective
1.1%	○ None of the above
1.4%	○ I don't know.
4.0%	No response

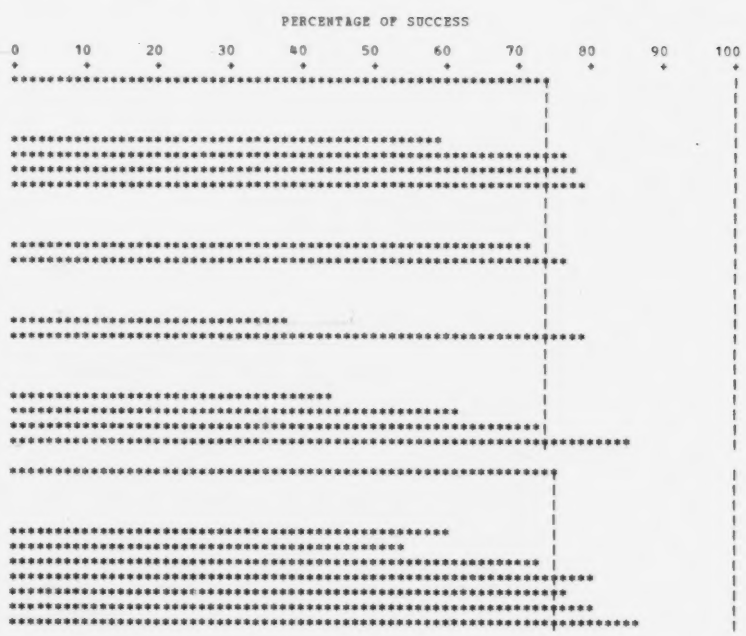
42204

74.0% All three parts correct

S09 02B 1/2 13*X422040 010300R0 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
74.0	---	NATIONAL	
		REGION	
58.6	-15.3*		Southeast
76.6	2.6		West
77.7	3.8		Central
79.0	5.0*		Northeast
		SEX	
70.8	-3.1*		Male
76.7	2.7*		Female
		COLOR	
37.4	-36.6*		Black
78.4	4.4*		White
		PARENTAL EDUCATION	
44.2	-29.7*		No High School
60.7	-13.3*		Some High School
73.0	-1.0		Graduated High Sch.
84.9	11.0*		Post High School
74.7	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
59.9	-14.8*		Extreme Inner City
54.3	-20.4*		Extreme Rural
72.4	-2.3		Small City
80.1	5.4		Medium City
76.8	2.1		Rest Of Big City
79.4	4.7		Suburban Fringe
85.8	11.1*		Extreme Aff Suburb



Exercise 422 -- Age 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

Here again is a facsimile of part of a TV Guide. Three pieces of information from the TV Guide are required. Success on this exercise is regarded as being able to answer all three parts correctly. On part 42201, 92% of 17-year-olds recognized that the movie is a mystery. On part 42202, 86% recognized that the program was presented in the afternoon. On part 42203, 85% recognized that Bob Johnston played the part of the master detective.

The exhibit on the opposite page pertains only to the percentages of 17-year-olds giving correct answers on all three parts.

CHAPTER 6

RESULTS FOR YOUNG ADULTS

The young adults (ages 26-35) participating in the 1970-71 Reading assessment were born between April 1, 1935, and March 31, 1945.

First, we describe each group's overall behavior on the Theme 4 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Seven specific effects (behaviors) on reference materials are summarized at the young adult level. Six of these represent released exercises and are described in detail. The other behavior represents an unreleased exercise to be used in future assessments. Exhibit 6-1 shows the distribution of the seven effects for each group relative to the national level indicated by the Ø line. A group's median level is indicated by an arrow (→). Each specific behavior is indicated by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-), or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

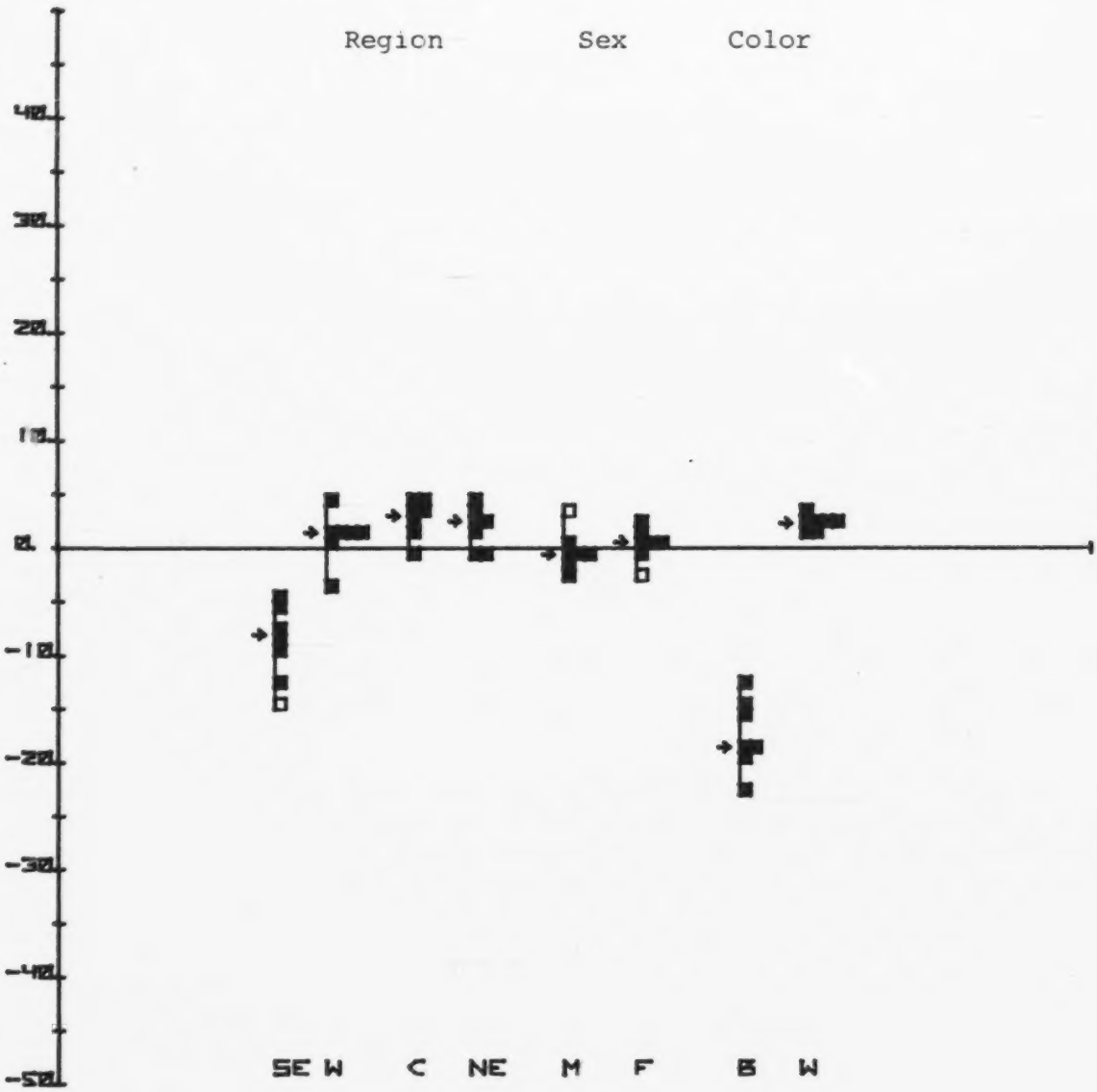
When a group's overall behavior has been described as tending to be about the same as the national level (0), a specific behavior can be atypically high or low relative to the group's median level.

---

[1]An atypical effect (or behavior) described as being closer to the national level may be: (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 6-1A

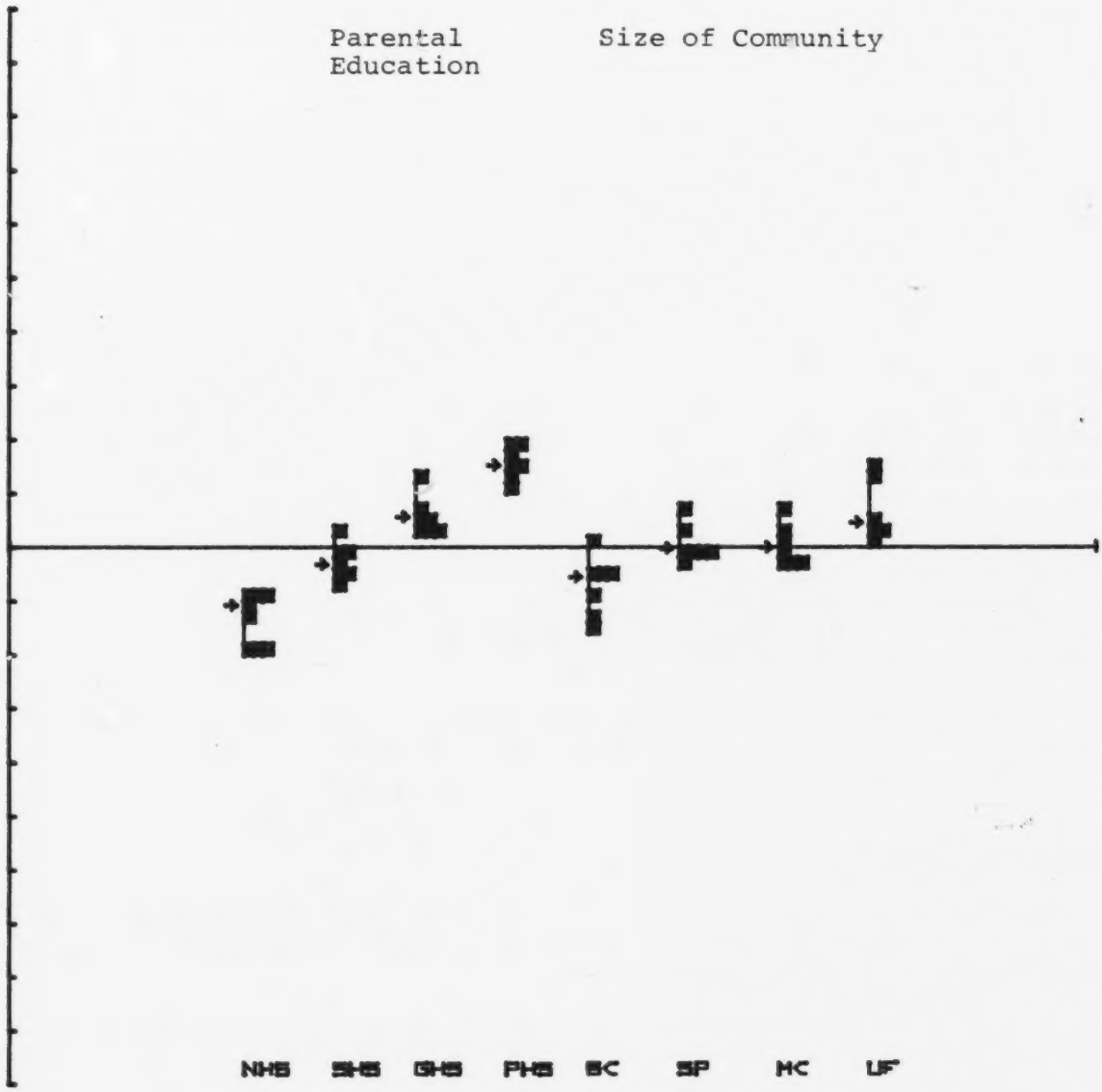
Distribution of Effects for Adults



	SE	W	C	NE	M	F	B	W
Median Effect	-8.1		3.0		-0.6		-18.5	
		1.5		2.5		0.6		2.3

EXHIBIT 6-1B

Distribution of Effects for Adults



	NHS	SHS	GHS	PHS	BC	SP	MC	UF
Median Effect	-5.4	-1.7	2.8	7.6	-2.8	-0.2	-0.1	2.2

Region

With a median effect of -8.1, Southeastern young adults had an overall behavior characteristically below the national level. They performed atypically farther from the national level on Exercise U417 that required recognizing which topic in an index comes first in a book.

The Western, Central and Northeastern young adults had median effects of 1.5, 3.0 and 2.5, respectively. The overall behavior of all three groups tended to be above the national level. None of the groups had any atypical behaviors.

Sex

Men and women had median effects of -0.6 and 0.6, respectively, and the overall behavior of both tended to be about the same as the national level. However, men performed atypically high and women performed atypically low on Exercise U417 that required recognizing which topic in an index comes first in a book.

Color

Black young adults had a median effect of -18.5 and an overall behavior characteristically below the national level. They had no atypical behaviors.

White young adults had a median effect of 2.3 and an overall behavior characteristically above the national level. They had no atypical behaviors.

Parental Education[2]

With a median effect of -5.4, the no high school group had an overall behavior characteristically below the national level. They had no atypical behaviors.

The some high school group had a median effect of -1.7 and an overall behavior tending to be below the national level. They had no atypical behaviors.

---

[2]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental education groups.

The graduated from high school group had a median effect of 2.8 and an overall behavior that tended to be above the national level. They had no atypical behaviors.

With a median effect of 7.6, the post high school group had an overall behavior characteristically above the national level. They had no atypical behaviors.

Size of Community[3]

With a median effect of -2.8, the big city group had an overall behavior that tended to be below the national level. They had no atypical behaviors.

The small place and medium city groups had median effects of -0.2 and -0.1, respectively. The overall behavior of both groups tended to be about the same as the national level. Neither group had any atypical behaviors.

With a median effect of 2.2, the urban fringe group had an overall behavior that tended to be above the national level. They had no atypical behaviors.

* * * * * * * * *

The data for each released exercise representing reference materials are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of young adults choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

---

[3]See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size of community groups.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 412 -- Adult

(Give dictionary to student.

Ask the first two questions and record the main points of his responses.)

41201

First ask: "What is a dictionary?" *

94.2% _____

*(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202

Then ask: "What does the word 'define' mean?" **

87.5% _____

**(Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

96.7% Open the book to page 15 and tell me any three words defined on that page.*

1. allied, alligator, alliteration
2. allocate, allot, allow
3. allowance, alloy, all right

41204

Tell me the last word defined in the "P" section.

93.2% python

41205

Tell me the number of the last page in the dictionary.

98.0% 632

41206

Tell me the number of the page on which you can find out what the word "bake" means.

96.9% 41

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

94.7% Just before laundry
Just after lawn boat

41208

86.9% All five parts correct (41203-07)

*Other Acceptable Words

all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, alms, alms house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

A02 019 1/2 15*X812080 R1030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
86.9	---	NATIONAL	**********
		REGION	
91.9	-5.0	Southeast	**********
98.2	1.3	West	**********
89.9	3.0	Central	**********
86.0	-0.9	Northeast	**********
		SEX	
84.2	-2.8	Male	**********
89.6	2.6	Female	**********
		COLOR	
74.0	-12.9*	Black	**********
88.6	1.7*	White	**********
		PARENTAL EDUCATION	
82.5	-4.4*	No High School	**********
85.2	-1.7	Some High School	**********
89.7	2.8	Graduated High Sch.	**********
92.9	6.0*	Post High School	**********
		SIZE OF COMMUNITY	
84.1	-2.8	Big City	**********
86.7	-0.2	Small Place	**********
88.2	1.3	Medium City	**********
89.2	2.2	Urban Fringe	**********

Exercise 412 -- Adult

Overlaps: Ages 9, 13 and 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

For this exercise, young adults were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 97% could give at least three words listed on page 15. On part 41204, 93% could give the last word (python) defined in the "P" section. On part 41205, 98% could give the number of the last page in the book. On part 41206, 97% could give the number of the page where they could find out what the word "bake" means. On part 41207, 95% could give the words defined just before and just after "house." Eighty-seven percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of young adults in the various groups who were correct on all five parts (regarded as success on this exercise).

Exercise 413 -- Adult

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV Guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. [2] Super Mutt - Cartoons

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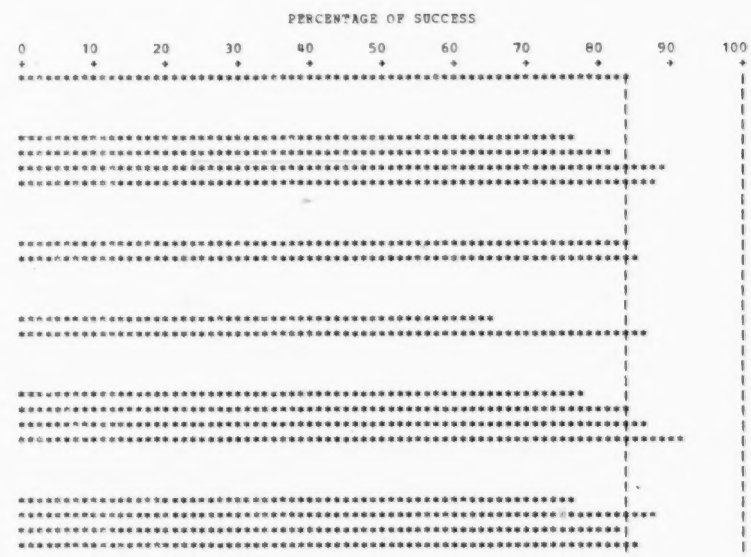
84.2% Children's Variety

*Adapted from TV Guide® Magazine, with permission.

AOS 12 3/1 01*X013010 R1030080 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
90.2	---	NATIONAL	
		REGION	
76.1	-8.1*		Southeast
81.0	-3.2		West
98.4	8.2*		Central
87.9	3.7*		Northeast
		SEX	
83.1	-1.0		Male
95.1	1.0		Female
		COLOR	
65.0	-19.2*		Black
96.5	2.3*		White
		PARENTAL EDUCATION	
77.6	-6.6*		No High School
94.1	-0.0		Some High School
96.1	1.9		Graduated High Sch.
91.7	7.6*		Post High School
		SIZE OF COMMUNITY	
76.8	-7.4*		Big City
97.5	3.3*		Small Place
82.8	-1.8		Medium City
85.2	1.0		Urban Fringe



41302

Nat'l % Choosing Each Answer	If you watched the entire movie, could you also see the entire program about the San Diego Zoo?
9.1%	○ Yes
87.8%	● No
2.2%	○ I don't know.
0.9%	No response

A06 12 5/1 02*X413020 R10300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GROUP	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
87.8	---	NATIONAL	
		REGION	
78.3	-9.5*	Southeast	
89.4	1.6	West	
91.3	3.5*	Central	
89.2	1.4	Northeast	
		SEX	
88.7	0.9	Male	
87.0	-0.8	Female	
		COLOR	
72.1	-15.8*	Black	
90.1	2.3*	White	
		PARENTAL EDUCATION	
83.2	-4.7*	No High School	
85.3	-2.6	Some High School	
90.6	2.8	Graduated High Sch.	
95.0	7.1*	Post High School	
		SIZE OF COMMUNITY	
88.8	0.5	Big City	
86.9	-0.9	Small Place	
87.9	0.1	Medium City	
89.4	1.6	Urban Fringe	

41303

Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

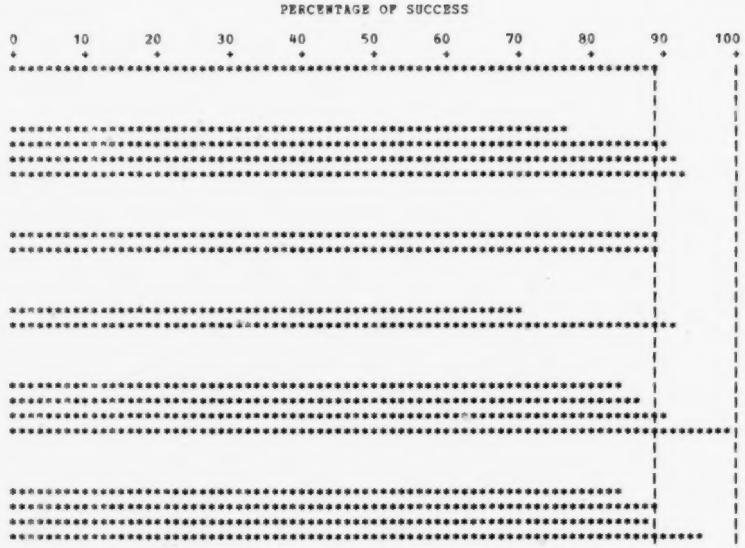
88.8% baseball game runs until 4:00 p.m.

A06 12 6/1 01*X413030 910300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
88.8	---	NATIONAL	
		REGION	
76.1	-12.7*		Southeast
90.2	1.5		West
91.6	2.8		Central
92.9	4.1*		Northeast
		SEX	
88.2	-0.6		Male
89.1	0.6		Female
		COLOR	
77.2	-11.5*		Black
91.0	2.3*		White
		PARENTAL EDUCATION	
83.3	-5.4*		No High School
85.8	-3.0		Some High School
90.5	1.7		Graduated High Sch.
98.2	9.4*		Post High School
		SIZE OF COMMUNITY	
84.2	-4.6		Big City
89.7	-0.1		Small Place
87.1	-1.6		Medium City
95.4	6.6*		Urban Fringe

PERCENTAGE OF SUCCESS



41304

At what time are the cartoons shown?

93.7% 2:00 p.m.

A06 12 8/1 01*X417040 R1030090 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
93.7	---	NATIONAL	
		REGION	
86.5	-7.2*		Southeast
98.3	0.7		West
98.9	1.2		Central
96.6	2.9*		Northeast
		SEX	
93.4	-0.3		Male
94.0	0.3		Female
		COLOR	
74.8	-18.9*		Black
96.3	2.6*		White
		PARENTAL EDUCATION	
88.9	-4.8*		No High School
93.3	-0.4		Some High School
95.5	1.8		Graduated High Sch.
98.1	5.4*		Post High School
		SIZE OF COMMUNITY	
90.9	-2.8		Big City
95.0	1.4		Small Place
92.5	-1.1		Medium City
94.3	0.6		Urban Fringe

PERCENTAGE OF SUCCESS

0 10 20 30 40 50 60 70 80 90 100

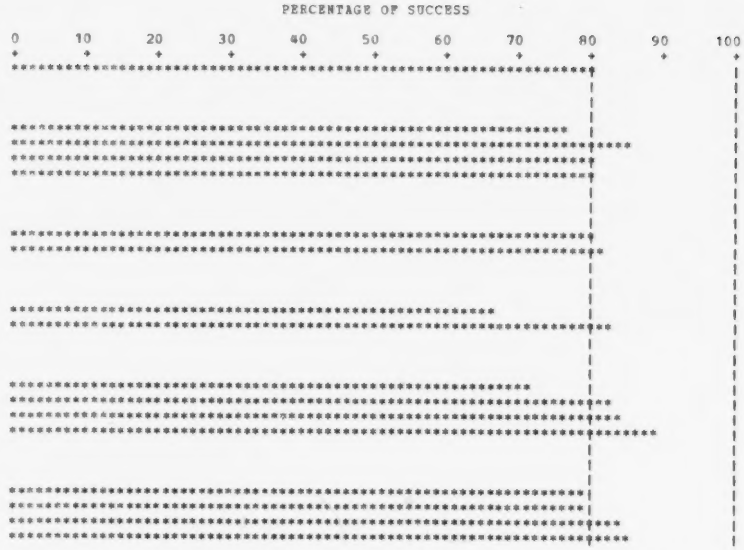
41305

Nat'l % Choosing Each Answer	How long is the program on Channel 6 at 3:00 p.m.?
10.5%	○ 30 minutes
80.4%	● 60 minutes
1.9%	○ 90 minutes
0.5%	○ 120 minutes
5.8%	○ I don't know.
0.9%	No response

A06 12 10/1 02*X413050 R10300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
80.4	---	NATIONAL	
		REGION	
76.1	-4.3		Southeast
84.4	4.0		West
79.9	-0.5		Central
80.4	-0.0		Northeast
		SEX	
79.8	-0.6		Male
81.0	0.6		Female
		COLOR	
65.8	-14.6*		Black
82.1	1.7*		White
		PARENTAL EDUCATION	
71.1	-9.3*		No High School
82.0	1.6		Some High School
83.5	3.1		Graduated High Sch.
89.3	8.9*		Post High School
		SIZE OF COMMUNITY	
78.2	-2.3		Big City
78.6	-1.8		Small Place
83.5	3.0		Medium City
84.7	4.2		Urban Fringe



41306 Summary of the five parts

0.8% No response

1.6% 0 parts correct

2.1% 1 part correct

2.7% 2 parts correct

6.0% 3 parts correct

24.4% 4 parts correct

62.3% 5 parts correct

The exhibit below pertains to the percentages of young adults in the various groups who answered correctly on all five parts.

A06 12B 1/2 15*X413060 B0000000 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
62.3	---	NATIONAL	
		REGION	
51.5	-10.8*		Southeast
65.2	2.9		West
64.5	2.1		Central
64.7	2.4		Northeast
		SEX	
62.4	0.1		Male
62.2	-0.1		Female
		COLOR	
38.7	-23.7*		Black
65.5	3.1*		White
		PARENTAL EDUCATION	
48.3	-14.0*		No High School
61.9	-0.4		Some High School
65.4	3.1		Graduated High Sch.
79.7	17.4*		Post High School
		SIZE OF COMMUNITY	
58.7	-3.6		Big City
60.6	-1.7		Small Place
64.0	1.7		Medium City
69.0	6.7*		Urban Fringe

Exercise 413 -- Adult

Overlaps: Ages 9, 13 and 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 84% of young adults were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 88% could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 89% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 94% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 80% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Sixty-two percent of young adults responded correctly on all five parts (41306).

CHAPTER 7

AGE COMPARISONS

Chapters 3-6 have been comparing the percentage of success for each group with the national percentage of success within each age level. When an exercise has been administered at more than one age level, we can compare the percentage of success for a given group at one age level with that group's percentage(s) of success at the other age level(s) to determine the percentage increase or percentage decrease between one age level and the next higher age level. We can also determine the overall or net percentage increase or percentage decrease between the lowest age level and the highest age level when more than two age levels are involved.

We compare the percentages of success for 9, 13 and 17-year-olds and young adults (26-35) all obtained at the time of the 1970-71 assessment. Therefore, we are not justified in assuming that four years later, the 9-year-olds (for example), when they are 13-year-olds, would necessarily attain the same percentages of success as the 13-year-olds in the 1970-71 assessment. Likewise, we are not justified in assuming that four years earlier the 13-year-olds, when they were 9-year-olds, would have necessarily attained the same percentages of success as the 9-year-olds in the 1970-71 assessment. This is because the experiences between age 9 and age 13 could be quite different for the 9-year-olds and the 13-year-olds in the 1970-71 assessment. These statements generalize to the comparisons we make between any two age levels.

For each exercise, an exhibit shows the percentage of success for each group at the relevant age levels, the percentage difference between each adjacent pair of age levels and (when applicable) the percentage difference between the lowest age level and the highest age level. For example, look at the Northeast region at ages 9, 13, 17 and adult for Exercise 41208.

	Age Level	Percentage of Success		Percentage Difference
Northeast	9	39.7		
	13	84.5	9-->13	44.8
	17	90.4	13-->17	5.9
	Ad	86.0	17-->Ad	-4.5
			9-->Ad	46.3

We see that the percentage of success for 9-year-olds was 39.7 and for 13-year-olds was 84.5 with a percentage difference going from age 9 to age 13 of 44.8. Likewise, the percentage of success for 17-year-olds was 90.4 with a percentage difference going from age 13 to age 17 of 5.9; and the percentage of success for adults was 86.0 with a percentage difference going from age 17 to adult of -4.5 (a percentage decrease). The net percentage difference going from age 9 to adult was 46.3. When a percentage decrease occurs, it is indicated by a minus sign (-) as in the example just shown. The bars on the graph portion of the exhibit also indicate the percentages of success for the groups at each age level. A dashed vertical line descends from the end of each national percentage bar. This allows a visual comparison of a group's position relative to the national level from age level to age level.

Special note should be made of the white space between the end of each bar and the 100% vertical line. This white space represents the percentages of individuals who did not succeed on an exercise at each age level. This white space or percentage of failure must be taken into account when we consider the percentage increase from one age level to the next. Consider the following examples:

1. If the percentage of success for a group at age 9 is 20 and the percentage of success for that group at age 13 is 50, the percentage increase is 30. On the face of it this seems like a reasonably large increase, but 50% of the 13-year-olds still failed.

2. If the percentage of success for a group at age 9 is 95 and the percentage of success for that group at age 13 is 99.5, the percentage increase is 4.5. On the face of it, this seems to be a small increase. However, only 5% of the 9-year-olds failed, therefore, there could not be a large increase going to age 13.

3. An exercise may be extremely difficult for both age levels under consideration in which case we would expect a small or no percentage increase.

Of the released exercises representing reference materials; four were administered to 9 and 13-year-olds; six were administered to 9, 13 and 17-year-olds and young adults; and four were administered to 13 and 17-year-olds.

Exercise 406 -- Ages 9 and 13

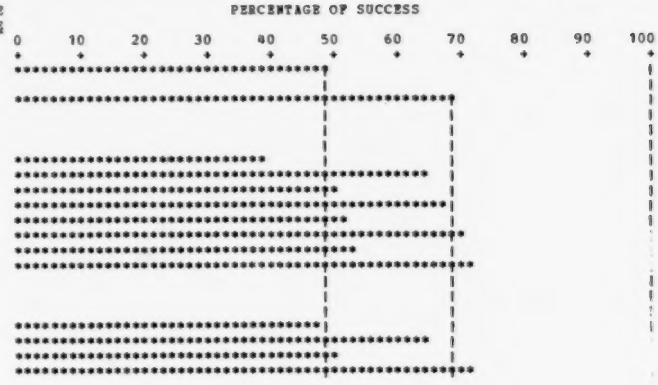
What is the BEST way to find out if there is something about Eskimos in a book?

Nat'l % Choosing Each Answer			
Age 9	Age 13		
48.4%	67.9%	●	Look in the index.
10.0%	7.9%	○	Look in the glossary.
20.3%	7.6%	○	Look at the title page.
9.0%	2.6%	○	Look through all the pages.
9.3%	12.8%	○	Skim through the introduction.
2.9%	0.2%	○	I don't know.
0.2%	0.9%		No response

M06 12 3/1 01*X406013 R00300R0 9 13
T12 12 3/1 01*X406013 R00300R0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	48.4		
	NATIONAL	13	67.9	9-->13	19.5
REGION					
	Southeast	9	38.0		
		13	63.9	9-->13	25.9
	West	9	49.4		
		13	66.6	9-->13	17.2
	Central	9	51.3		
		13	69.4	9-->13	18.1
	Northeast	9	52.9		
		13	71.1	9-->13	18.3
SEX					
	Male	9	46.6		
		13	65.0	9-->13	18.3
	Female	9	50.1		
		13	70.8	9-->13	20.7



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N06 12  3/1  01*X406013 R00300R0                    9 13
T12 12  3/1  01*X406013 R00300R0                    9 13
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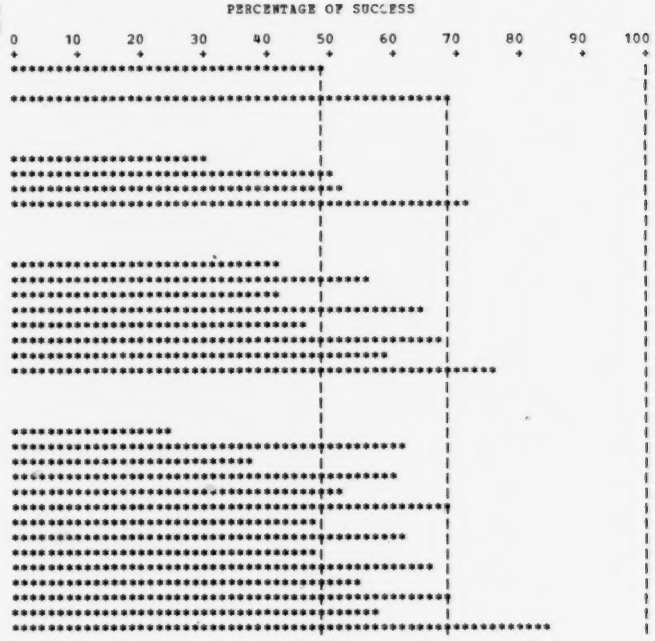
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	48.4		
NATIONAL	13	67.9	9-->13	19.5
COLOR				
Black	9	30.4		
	13	50.6	9-->13	20.1
White	9	51.8		
	13	70.9	9-->13	19.1
PARENTAL EDUCATION				
No High School	9	42.1		
	13	55.5	9-->13	13.4
Some High School	9	41.9		
	13	63.6	9-->13	21.7
Graduated High Sch.	9	46.3		
	13	66.8	9-->13	20.5
Post High School	9	58.0		
	13	75.0	9-->13	17.0
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	25.0		
	13	61.4	9-->13	36.4
Extreme Rural	9	37.8		
	13	60.3	9-->13	22.6
Small City	9	51.7		
	13	69.1	9-->13	17.4
Medium City	9	46.8		
	13	62.0	9-->13	15.2
Rest Of Big City	9	46.9		
	13	65.9	9-->13	19.0
Suburban Fringe	9	54.9		
	13	68.6	9-->13	13.7
Extreme Aff Suburb	9	57.5		
	13	84.2	9-->13	26.6



Exercise 406 -- Ages 9 and 13

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

While this exercise asks for the best way to find out if there is something about Eskimos (not necessarily as the main topic) in a book, the question could be generalized to any topic. Forty-eight percent of 9-year-olds and 68% of 13-year-olds correctly responded "Look in the index"--a 20% increase from age 9 to age 13. This means that more than 30% of 13-year-olds failed to demonstrate knowledge about how to find a given topic in a book.

Exercise 408 -- Ages 9 and 13

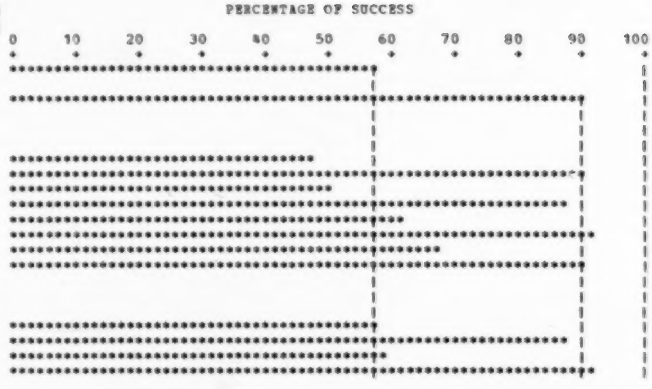
Read the question and fill in the oval beside the correct answer.

Nat'l % Choosing Each Answer		If you had to tell your class about windmills, which of these would be the BEST book to use?
Age 9	Age 13	
5.8%	2.4%	○ An atlas
26.2%	6.0%	○ A dictionary
57.4%	89.5%	● An encyclopedia
3.8%	0.5%	○ The Yellow Pages in the telephone book
6.2%	1.4%	○ I don't know.
0.5%	0.1%	No response

N07 03 3/1 03*X408013 R00300R0 9 13
T13 02 3/1 03*X408013 R00300R0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

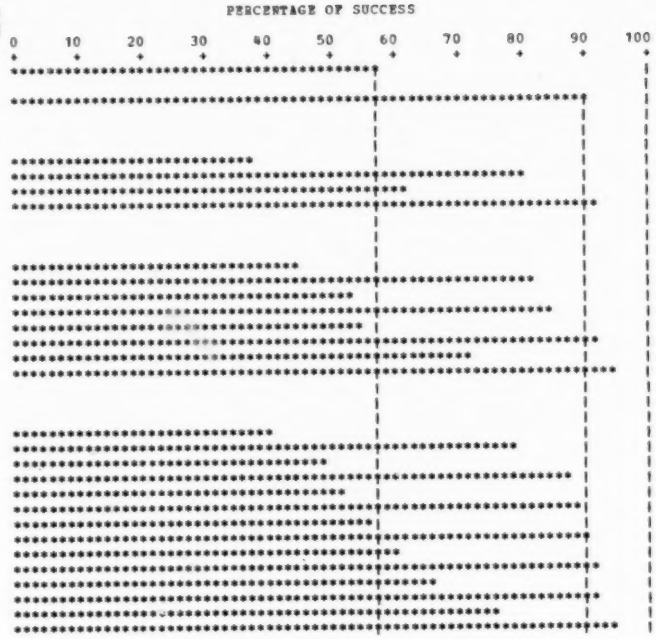
	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	57.4		
NATIONAL	13	89.5	9-->13	32.1
REGION				
Southeast	9	47.6		
	13	89.3	9-->13	41.7
West	9	50.4		
	13	87.4	9-->13	37.0
Central	9	62.1		
	13	91.4	9-->13	29.3
Northeast	9	66.5		
	13	89.8	9-->13	23.3
SEX				
Male	9	56.7		
	13	87.6	9-->13	30.9
Female	9	58.2		
	13	91.2	9-->13	33.0



N07 03 3/1 03*X408013 R00300R0 9 13
T13 02 3/1 03*X408013 R00300R0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	57.4		
NATIONAL	13	89.5	9-->13	32.1
COLOR				
Black	9	36.5		
	13	80.2	9-->13	43.7
White	9	61.7		
	13	91.1	9-->13	29.4
PARENTAL EDUCATION				
No High School	9	44.1		
	13	81.3	9-->13	37.2
Some High School	9	52.7		
	13	84.1	9-->13	31.4
Graduated High Sch.	9	54.6		
	13	91.0	9-->13	36.4
Post High School	9	71.3		
	13	93.8	9-->13	22.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	39.9		
	13	78.5	9-->13	38.6
Extreme Rural	9	49.0		
	13	87.4	9-->13	38.4
Small City	9	51.8		
	13	88.3	9-->13	36.4
Medium City	9	55.4		
	13	90.6	9-->13	35.3
Rest Of Big City	9	60.3		
	13	91.3	9-->13	31.0
Suburban Fringe	9	65.0		
	13	90.9	9-->13	25.9
Extreme Aff Suburb	9	75.5		
	13	94.4	9-->13	18.9



Exercise 408 -- Ages 9 and 13

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise asked which of the several reference sources listed would be the best to use if one wished to find out about windmills. Fifty-seven percent of 9-year-olds and 90% of 13-year-olds correctly said an encyclopedia--a 33% increase from age 9 to age 13. Of the 10% who failed at age 13, most (6%) said a dictionary, which was a quite popular response at age 9 (26%).

Exercise 409 -- Ages 9 and 13

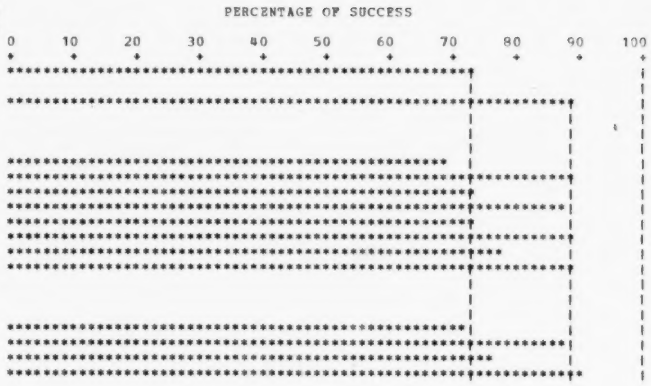
Read the question and fill in the oval beside the correct answer.

Nat'l % Choosing Each Answer			If you like books which are NOT about people, which one of the following would you read?
Age 9	Age 13		
4.8%	3.1%	○	The Jazz Man
4.1%	1.9%	○	Johnny Tremaine
83.3%	88.1%	●	All about Elephants
1.7%	3.7%	○	Who's in Charge of Lincoln?
5.7%	2.8%	○	I don't know.
0.5%	0.5%		No response

408 03 3/1 03*X409011 R1000080 9 13
T01 01 3/1 03*X409011 R1000080 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	73.3		
NATIONAL	13	88.0	9-->13	14.8
REGION				
Southeast	9	68.2		
	13	88.4	9-->13	20.2
West	9	73.5		
	13	86.6	9-->13	13.1
Central	9	72.4		
	13	88.1	9-->13	15.7
Northeast	9	77.5		
	13	89.1	9-->13	11.6
SEX				
Male	9	71.1		
	13	86.6	9-->13	15.5
Female	9	75.4		
	13	89.6	9-->13	14.1



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M08 03  3/1  03*X409011 R10000R0                    9 13
T01 01  3/1  03*X409011 R10000R0                    9 13
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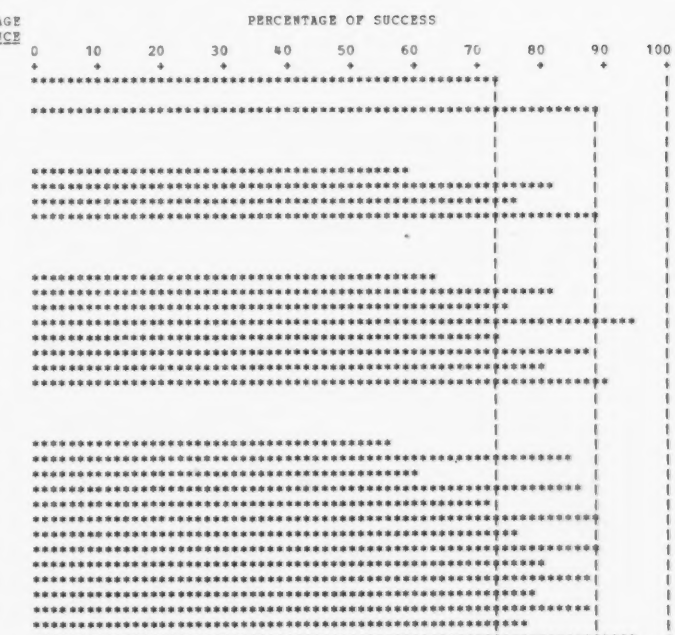
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	73.3		
NATIONAL	13	88.0	9-->13	14.8
COLOR				
Black	9	58.6		
	13	80.9	9-->13	22.2
White	9	75.8		
	13	89.3	9-->13	13.5
PARENTAL EDUCATION				
No High School	9	63.5		
	13	80.8	9-->13	17.3
Some High School	9	73.7		
	13	94.0	9-->13	20.3
Graduated High Sch.	9	73.4		
	13	87.4	9-->13	14.0
Post High School	9	79.9		
	13	90.3	9-->13	10.3
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	55.1		
	13	84.2	9-->13	29.1
Extreme Rural	9	60.4		
	13	86.0	9-->13	25.6
Small City	9	72.1		
	13	88.0	9-->13	15.9
Medium City	9	75.8		
	13	89.0	9-->13	13.2
Rest Of Big City	9	80.5		
	13	87.4	9-->13	6.9
Suburban Fringe	9	78.6		
	13	87.0	9-->13	8.4
Extreme Aff Suburb	9	77.5		
	13	93.7	9-->13	16.3



Exercise 409 -- Ages 9 and 13

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

Seventy-three percent of 9-year-olds and 88% of 13-year-olds were able to say that if they wanted to read a book NOT about people, they would read All about Elephants. This represents a percentage increase of 15 from age 9 to age 13. Perhaps those who failed at both age levels were confused by the negative phrasing of the question.

Exercise 411 -- Ages 9 and 13

You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

Nat'l % Choosing Each Answer			
Age 9	Age 13		
2.1%	0.2%	○	Jackson and Jacobs
3.0%	0.8%	○	Jacobs and James
20.0%	8.8%	○	James and Johnson
62.5%	86.3%	●	Johnson and Judson
3.0%	3.0%	○	Judson and Justus
8.4%	0.3%	○	I don't know.
1.2%	0.6%		No response

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N09 08  3/1  04*X411013 R00300R0                    9 13
T11 15  3/1  04*X411013 R00300R0                    9 13
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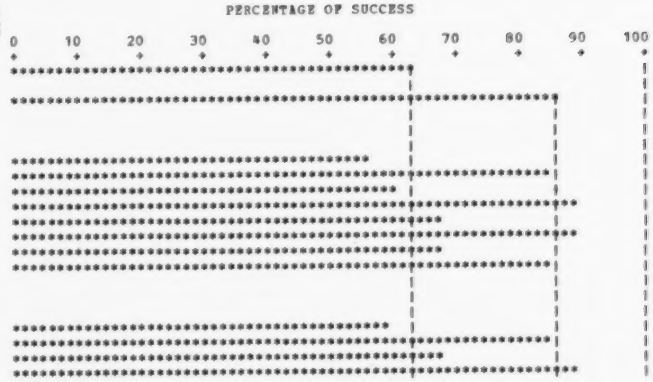
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	62.5		
	NATIONAL	13	86.3	9-->13	23.8
REGION					
	Southeast	9	55.6		
		13	83.9	9-->13	28.3
	West	9	59.8		
		13	88.0	9-->13	28.1
	Central	9	66.6		
		13	89.0	9-->13	22.4
	Northeast	9	66.4		
		13	83.7	9-->13	17.3
SEX					
	Male	9	58.2		
		13	84.1	9-->13	25.9
	Female	9	66.6		
		13	88.4	9-->13	21.8



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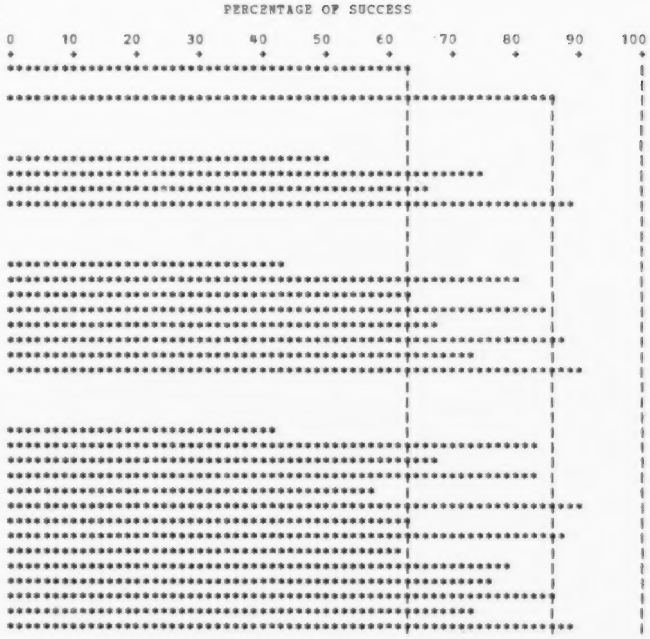
N09 08  3/1  04*X411013 R00300R0                    9 13
T11 15  3/1  04*X411013 R00300R0                    9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	62.5		
NATIONAL	13	86.3	9-->13	23.8
COLOR				
Black	9	50.0		
	13	74.1	9-->13	24.1
White	9	65.2		
	13	88.5	9-->13	23.3
PARENTAL EDUCATION				
No High School	9	42.3		
	13	79.7	9-->13	37.4
Some High School	9	62.4		
	13	83.9	9-->13	21.6
Graduated High Sch.	9	67.7		
	13	87.6	9-->13	20.0
Post High School	9	73.1		
	13	90.2	9-->13	17.1
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	41.5		
	13	83.0	9-->13	41.5
Extreme Rural	9	66.4		
	13	82.9	9-->13	16.4
Small City	9	57.4		
	13	89.3	9-->13	31.9
Medium City	9	62.8		
	13	86.4	9-->13	23.6
Rest Of Big City	9	61.9		
	13	79.2	9-->13	17.3
Suburban Fringe	9	75.9		
	13	85.8	9-->13	9.9
Extreme Aff Suburb	9	73.0		
	13	88.6	9-->13	15.7



Exercise 411 -- Ages 9 and 13

Objective III: Use what is read.
Subobjective A: Obtain information efficiently.

Here is an exercise on looking up a name in a telephone directory. This particular task requires being able to alphabetize to at least the third letter in the names. Since the third and fourth answers divide at the name Johnson, 9 and 13-year-olds had to recognize that Jon...as in Jones comes after Joh...as in Johnson, not ahead of it. Sixty-three percent of 9-year-olds and 86% of 13-year-olds succeeded. However, 20% of 9-year-olds and 9% of 13-year-olds said Jones would come between James and Johnson. Apparently, they did not carry their alphabetization far enough.

Exercise 412 -- Ages 9, 13, 17 and Adult

(Give dictionary to student.

Ask the first two questions and record the main points of his responses.)

41201

Age 9	Age 13	Age 17	Adult	First ask: "What is a dictionary?"*
77.3%	92.6%	94.7%	94.2%	

*(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202

Then ask: "What does the word 'define' mean?" **

17.4%	78.0%	89.5%	87.5%	

**(Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

Age 9	Age 13	Age 17	Adult	Open the book to page 15 and tell me any three words defined on that page."
91.3%	97.2%	98.1%	96.7%	1. Allah, alligator, alliteration 2. Allocate, allot, allow 3. Allowance, alley, all right

41204

53.0%	91.4%	96.3%	93.2%	Tell me the last word defined in the "P" section. Python

41205

92.9%	97.9%	99.0%	98.0%	Tell me the number of the last page in the dictionary. 632

41206

71.2%	93.2%	97.0%	96.9%	Tell me the number of the page on which you can find out what the word "bake" means. 41

41207

65.4%	95.0%	98.0%	94.7%	Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house." Just before Lovely Just after Louse Boat

41208

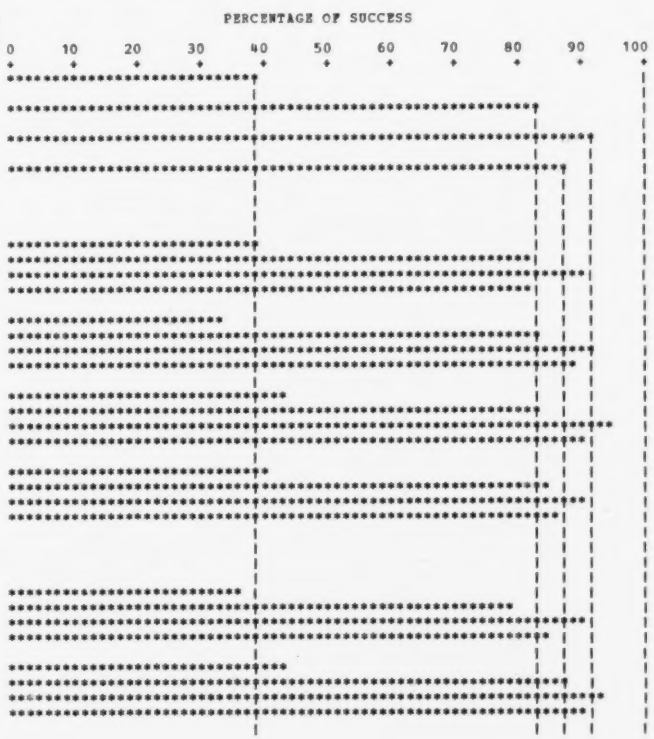
38.7%	82.8%	91.8%	86.9%	All five parts correct (41203-07)

*Other Acceptable Words
all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, alms, alms house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

N10 02B 1/2 15*X412080 R10300R0 9 13 17 A
T15 02B 1/2 15*X412080 R10300R0 9 13 17 A
S12 02B 1/2 15*X412080 R10300R0 9 13 17 A
A02 01B 1/2 15*X412080 R10300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	38.7		
NATIONAL	13	82.8	9-->13	44.1
NATIONAL	17	91.8	13-->17	9.0
NATIONAL	Ad	86.9	17-->Ad	-4.9
			9-->Ad	48.2
REGION				
Southeast	9	38.2		
	13	81.3	9-->13	43.1
	17	90.1	13-->17	8.9
	Ad	81.9	17-->Ad	-8.2
			9-->Ad	43.7
West	9	32.4		
	13	83.4	9-->13	51.0
	17	90.8	13-->17	7.4
	Ad	88.2	17-->Ad	-2.6
			9-->Ad	55.8
Central	9	42.9		
	13	82.2	9-->13	39.3
	17	94.9	13-->17	12.8
	Ad	89.9	17-->Ad	-5.0
			9-->Ad	47.0
Northeast	9	39.7		
	13	84.5	9-->13	44.8
	17	90.4	13-->17	5.9
	Ad	86.0	17-->Ad	-4.5
			9-->Ad	46.3
SEX				
Male	9	35.5		
	13	78.4	9-->13	42.9
	17	90.2	13-->17	11.8
	Ad	84.2	17-->Ad	-6.1
			9-->Ad	48.7
Female	9	42.2		
	13	86.7	9-->13	44.6
	17	93.4	13-->17	6.7
	Ad	89.6	17-->Ad	-3.8
			9-->Ad	47.4



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T15 02B 1/2  15*I412080 R10300R0                    9 13 17 A
S12 02B 1/2  15*I412080 R10300R0                    9 13 17 A
A02 01B 1/2  15*I412080 R10300R0                    9 13 17 A
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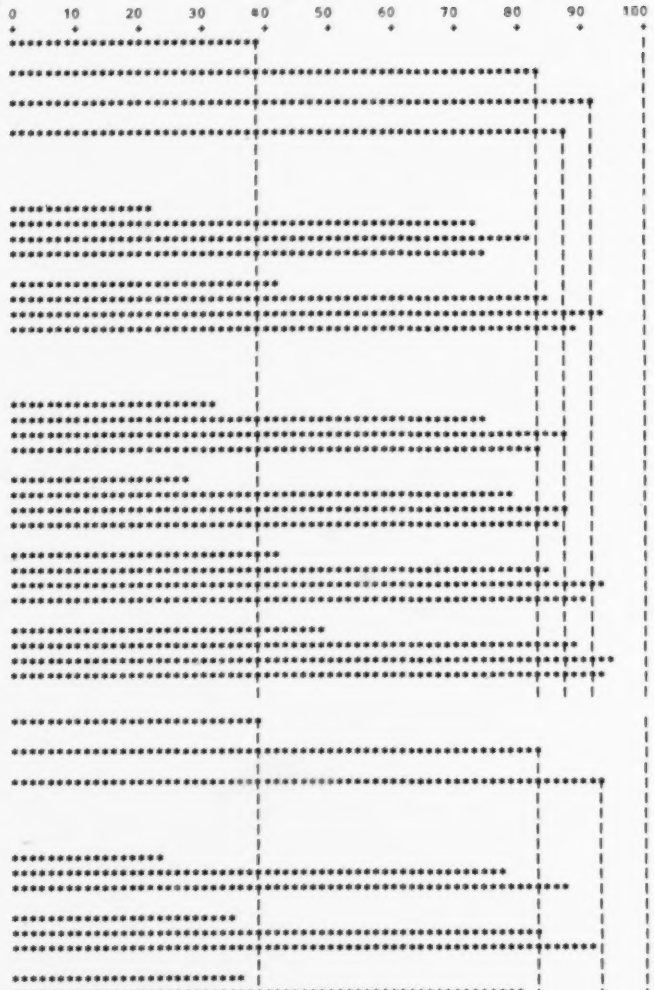
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	38.7	
	NATIONAL	13	82.8	9-->13 44.1
	NATIONAL	17	91.8	13-->17 9.0
	NATIONAL	Ad	86.9	17-->Ad -4.9
				9-->Ad 48.2
COLOR				
	Black	9	21.9	
		13	72.9	9-->13 51.0
		17	81.9	13-->17 9.0
		Ad	74.0	17-->Ad -7.8
				9-->Ad 52.2
	White	9	41.8	
		13	84.7	9-->13 42.9
		17	93.1	13-->17 8.4
		Ad	88.6	17-->Ad -4.5
				9-->Ad 46.8
PARENTAL EDUCATION				
	No High School	9	31.5	
		13	73.9	9-->13 42.5
		17	86.8	13-->17 12.8
		Ad	82.5	17-->Ad -4.2
				9-->Ad 51.0
	Some High School	9	27.6	
		13	79.1	9-->13 51.5
		17	86.8	13-->17 7.8
		Ad	85.2	17-->Ad -1.6
				9-->Ad 57.7
	Graduated High Sch.	9	40.9	
		13	83.7	9-->13 42.8
		17	92.5	13-->17 8.9
		Ad	89.7	17-->Ad -2.8
				9-->Ad 48.8
	Post High School	9	47.9	
		13	89.3	9-->13 41.4
		17	94.9	13-->17 5.6
		Ad	92.9	17-->Ad -2.0
				9-->Ad 45.0
	NATIONAL	9	38.7	
	NATIONAL	13	82.8	9-->13 44.1
	NATIONAL	17IS	92.4	13-->17 9.6
				9-->17 53.7
SIZE-AND-TYPE OF COMMUNITY				
	Extreme Inner City	9	23.5	
		13	77.4	9-->13 53.9
		17IS	86.6	13-->17 9.2
				9-->17 63.1
	Extreme Rural	9	38.2	
		13	83.1	9-->13 48.9
		17IS	91.7	13-->17 8.7
				9-->17 57.6
	Small City	9	35.5	
		13	79.3	9-->13 43.8
		17IS	92.1	13-->17 12.8
				9-->17 56.6
	Medium City	9	36.0	
		13	80.9	9-->13 44.9
		17IS	91.5	13-->17 10.5
				9-->17 55.5
	Rest Of Big City	9	41.5	
		13	84.0	9-->13 42.6
		17IS	94.0	13-->17 10.0
				9-->17 52.5
	Suburban Fringe	9	45.7	
		13	86.1	9-->13 40.4
		17IS	92.8	13-->17 6.7
				9-->17 47.1
	Extreme Aff Suburb	9	52.5	
		13	90.4	9-->13 37.9
		17IS	96.9	13-->17 6.4
				9-->17 44.4



Exercise 412 -- Ages 9, 13, 17 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

For this exercise, 9, 13 and 17-year-olds and young adults were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 91%, 97%, 98% and 97% of individuals at the respective age levels could give at least three words listed on page 15. On part 41204, 53%, 91%, 96% and 93% of individuals at the respective age levels could give the last word (python) defined in the "P" section. On part 41205, 93%, 98%, 99% and 98% of individuals at the respective age levels could give the number of the last page in the book. On part 41206, 71%, 93%, 97% and 97% of individuals at the respective age levels could give the number of the page where they could find out what the word "bake" means. On part 41207, 65%, 95%, 98% and 95% of individuals at the respective age levels could give the words defined just before and just after "house." At the four age levels, respectively, 39%, 83%, 92% and 87% of individuals answered all five parts correctly (41208). The exhibit pertains to the percentages of 9, 13 and 17-year-olds and young adults in the various groups who responded correctly on all five parts.

Exercise 413 -- Ages 9, 13, 17 and Adult

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. 2 Super Mutt - Cartoons

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37.3% 68.4% 83.9% 84.2% Children's Variety

*Adapted from TV Guide® Magazine, with permission.

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W11 02  3/1  01*X413010 R10300R0                    9 13 17 A
T02 15  3/1  01*X413010 R10300R0                    9 13 17 A
S06 16  3/1  01*X413010 R10300R0                    9 13 17 A
A06 12  3/1  01*X413010 R10300R0                    9 13 17 A
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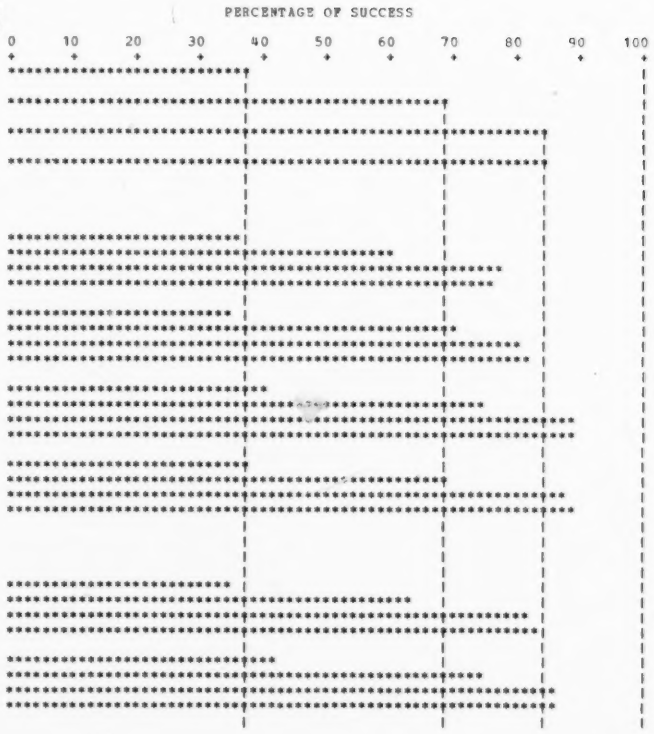
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	37.3		
	NATIONAL	13	68.4	9-->13	31.1
	NATIONAL	17	83.9	13-->17	15.5
	NATIONAL	Ad	84.2	17-->Ad	0.3
				9-->Ad	46.9
REGION					
	Southeast	9	36.3		
		13	59.6	9-->13	23.3
		17	76.6	13-->17	17.0
		Ad	76.1	17-->Ad	-0.5
				9-->Ad	39.8
	West	9	34.1		
		13	70.2	9-->13	36.1
		17	79.9	13-->17	9.8
		Ad	81.0	17-->Ad	1.1
				9-->Ad	46.9
	Central	9	40.0		
		13	74.9	9-->13	34.9
		17	88.6	13-->17	13.7
		Ad	88.4	17-->Ad	-0.2
				9-->Ad	48.4
	Northeast	9	37.5		
		13	68.0	9-->13	30.5
		17	87.3	13-->17	19.3
		Ad	87.9	17-->Ad	0.6
				9-->Ad	50.4
SEX					
	Male	9	33.6		
		13	63.4	9-->13	29.8
		17	82.1	13-->17	18.7
		Ad	83.1	17-->Ad	1.0
				9-->Ad	49.6
	Female	9	41.2		
		13	73.7	9-->13	32.5
		17	85.7	13-->17	12.0
		Ad	85.1	17-->Ad	-0.5
				9-->Ad	43.9



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T02 15  3/1  01*X413010 R10300R0                    9 13 17 A
S06 16  3/1  01*X413010 R10300R0                    9 13 17 A
A06 12  3/1  01*X413010 R10300R0                    9 13 17 A
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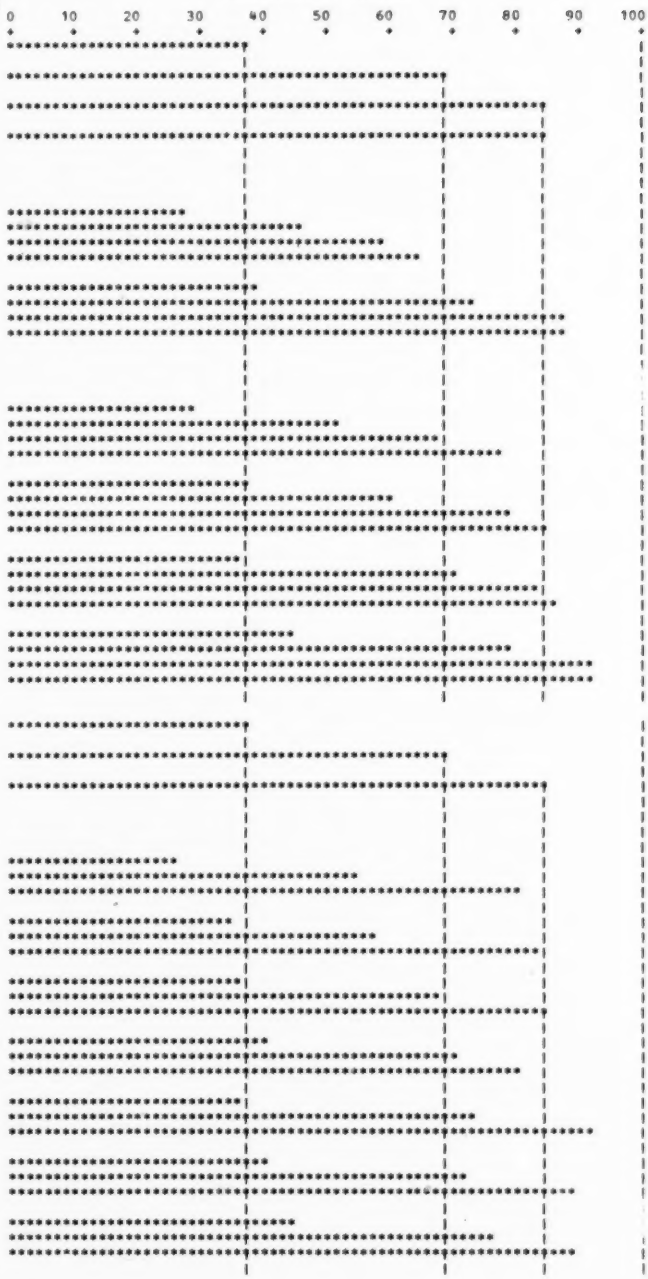
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	37.3		
NATIONAL	13	68.4	9-->13	31.1
NATIONAL	17	83.9	13-->17	15.5
NATIONAL	Ad	84.2	17-->Ad	0.3
			9-->Ad	46.9
COLOR				
Black	9	26.6		
	13	46.3	9-->13	19.7
	17	59.2	13-->17	12.9
	Ad	65.0	17-->Ad	5.8
			9-->Ad	38.3
White	9	39.0		
	13	72.9	9-->13	33.8
	17	87.0	13-->17	14.1
	Ad	86.5	17-->Ad	-0.5
			9-->Ad	47.5
PARENTAL EDUCATION				
No High School	9	28.2		
	13	51.4	9-->13	23.2
	17	67.8	13-->17	16.4
	Ad	77.6	17-->Ad	9.8
			9-->Ad	49.4
Some High School	9	36.5		
	13	59.6	9-->13	23.1
	17	78.9	13-->17	19.3
	Ad	84.1	17-->Ad	5.3
			9-->Ad	47.6
Graduated High Sch.	9	35.3		
	13	70.5	9-->13	35.2
	17	82.6	13-->17	12.1
	Ad	86.1	17-->Ad	3.5
			9-->Ad	50.8
Post High School	9	44.5		
	13	78.0	9-->13	33.6
	17	90.8	13-->17	12.8
	Ad	91.7	17-->Ad	0.9
			9-->Ad	47.2
NATIONAL	9	37.3		
NATIONAL	13	68.4	9-->13	31.1
NATIONAL	17IS	84.8	13-->17	16.4
			9-->17	47.5
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	25.6		
	13	54.4	9-->13	28.7
	17IS	80.4	13-->17	26.0
			9-->17	54.8
Extreme Rural	9	34.1		
	13	56.7	9-->13	22.6
	17IS	82.6	13-->17	25.9
			9-->17	48.5
Small City	9	35.6		
	13	67.1	9-->13	31.5
	17IS	84.6	13-->17	17.5
			9-->17	49.0
Medium City	9	40.3		
	13	70.0	9-->13	29.7
	17IS	79.9	13-->17	9.9
			9-->17	39.6
Rest Of Big City	9	36.3		
	13	72.8	9-->13	36.5
	17IS	90.8	13-->17	18.0
			9-->17	54.5
Suburban Fringe	9	40.0		
	13	71.6	9-->13	31.6
	17IS	87.9	13-->17	16.3
			9-->17	48.0
Extreme Aff Suburb	9	44.3		
	13	76.3	9-->13	32.0
	17IS	88.1	13-->17	11.8
			9-->17	43.8



41302

Nat'l %
Choosing
Each Answer

If you watched the entire movie, could you also see the entire program about the San Diego Zoo?

Age 9	Age 13	Age 17	Adult	
41.5%	22.4%	11.8%	9.1%	○ Yes
48.1%	72.1%	84.7%	87.8%	● No
9.5%	4.4%	2.8%	2.2%	○ I don't know.
1.0%	1.2%	0.8%	0.9%	No response

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N11 02  5/1  02*X413020 R10300R0                    9 13 17 A
T02 15  5/1  02*X413020 R10300R0                    9 13 17 A
S06 16  5/1  02*X413020 R10300R0                    9 13 17 A
A06 12  5/1  02*X413020 R10300R0                    9 13 17 A
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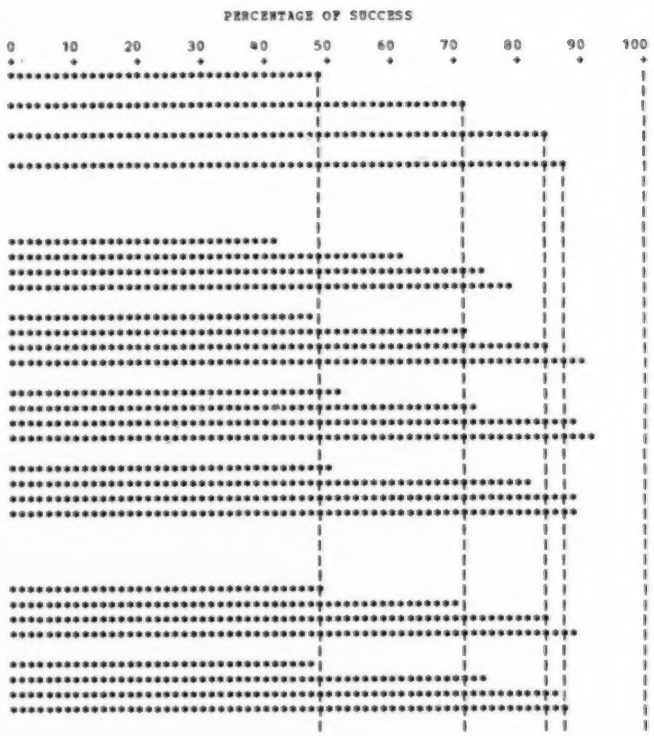
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	48.0		
	NATIONAL	13	72.1	9-->13	24.1
	NATIONAL	17	84.7	13-->17	12.6
	NATIONAL	Ad	87.8	17-->Ad	3.1
				9-->Ad	39.8
REGION					
	Southeast	9	41.4		
		13	62.0	9-->13	20.6
		17	74.0	13-->17	12.0
		Ad	78.3	17-->Ad	4.3
				9-->Ad	36.9
	West	9	47.3		
		13	71.4	9-->13	24.2
		17	84.6	13-->17	13.1
		Ad	89.4	17-->Ad	4.8
				9-->Ad	42.1
	Central	9	51.2		
		13	72.8	9-->13	21.7
		17	88.5	13-->17	15.7
		Ad	91.3	.7-->Ad	2.8
				9-->Ad	40.2
	Northeast	9	50.4		
		13	81.7	9-->13	31.4
		17	88.3	13-->17	6.6
		Ad	89.2	17-->Ad	0.9
				9-->Ad	38.8
SEX					
	Male	9	49.1		
		13	70.1	9-->13	21.0
		17	83.7	13-->17	13.6
		Ad	88.7	17-->Ad	5.0
				9-->Ad	39.6
	Female	9	46.9		
		13	74.2	9-->13	27.4
		17	85.6	13-->17	11.4
		Ad	87.0	17-->Ad	1.3
				9-->Ad	40.1



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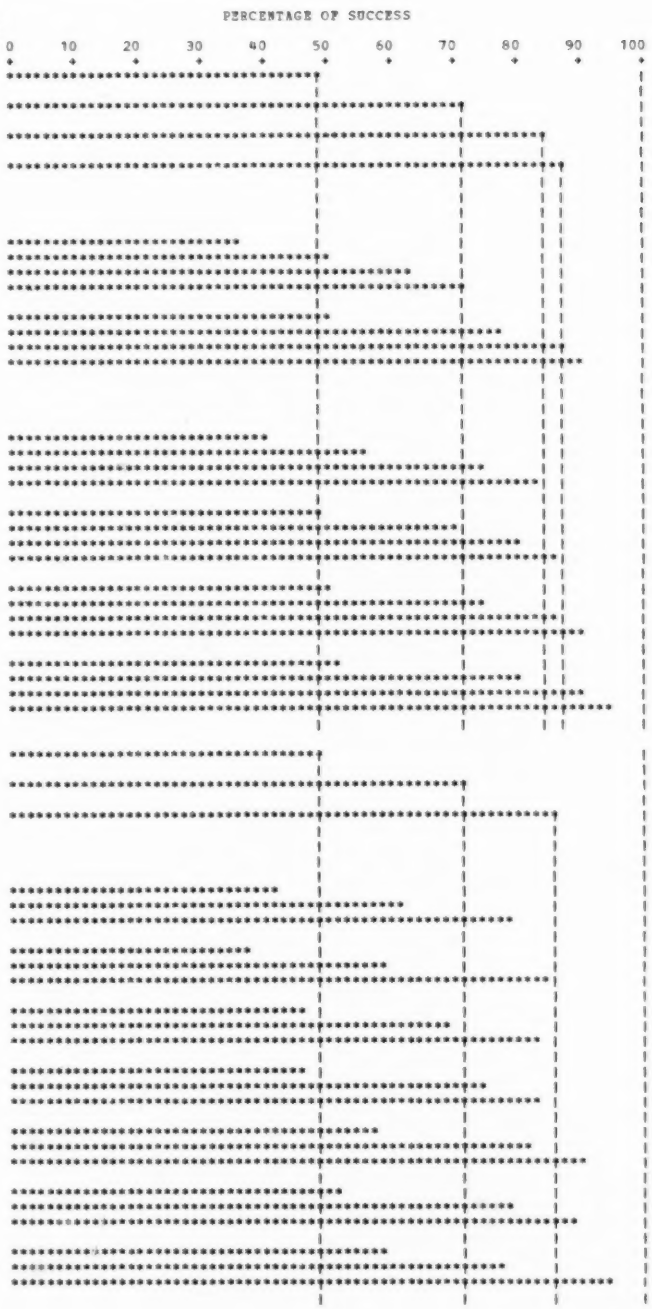
N11 02  5/1  02*X413020 R10300R0                    9 13 17 A
T02 15  5/1  02*X413020 R10300R0                    9 13 17 A
S06 16  5/1  02*X413020 R10300R0                    9 13 17 A
A06 12  5/1  02*X413020 R10300R0                    9 13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	48.0		
NATIONAL	13	72.1	9-->13	24.1
NATIONAL	17	84.7	13-->17	12.6
NATIONAL	Ad	87.8	17-->Ad	3.1
			9-->Ad	39.8
COLOR				
Black	9	36.4		
	13	49.9	9-->13	13.4
	17	62.5	13-->17	12.7
	Ad	72.1	17-->Ad	9.6
			9-->Ad	35.7
White	9	49.9		
	13	76.7	9-->13	26.8
	17	87.5	13-->17	10.8
	Ad	90.1	17-->Ad	2.6
			9-->Ad	40.2
PARENTAL EDUCATION				
No High School	9	40.0		
	13	55.5	9-->13	15.5
	17	73.8	13-->17	18.3
	Ad	83.2	17-->Ad	9.4
			9-->Ad	43.2
Some High School	9	48.3		
	13	70.6	9-->13	22.3
	17	79.4	13-->17	8.9
	Ad	85.3	17-->Ad	5.8
			9-->Ad	36.9
Graduated High Sch.	9	49.4		
	13	74.0	9-->13	24.6
	17	85.9	13-->17	12.0
	Ad	90.6	17-->Ad	4.6
			9-->Ad	41.2
Post High School	9	51.4		
	13	80.6	9-->13	29.1
	17	90.3	13-->17	9.8
	Ad	95.0	17-->Ad	4.6
			9-->Ad	43.5
NATIONAL	9	48.0		
NATIONAL	13	72.1	9-->13	24.1
NATIONAL	17IS	85.5	13-->17	13.4
			9-->17	37.5
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	42.1		
	13	61.3	9-->13	19.3
	17IS	78.3	13-->17	17.0
			9-->17	36.3
Extreme Rural	9	36.7		
	13	58.2	9-->13	21.5
	17IS	83.7	13-->17	25.5
			9-->17	47.0
Small City	9	45.2		
	13	68.8	9-->13	23.6
	17IS	82.8	13-->17	14.0
			9-->17	37.5
Medium City	9	45.4		
	13	74.2	9-->13	28.8
	17IS	82.4	13-->17	8.2
			9-->17	37.1
Rest Of Big City	9	57.6		
	13	81.2	9-->13	23.6
	17IS	90.3	13-->17	9.0
			9-->17	32.6
Suburban Fringe	9	51.7		
	13	78.0	9-->13	26.3
	17IS	88.6	13-->17	10.6
			9-->17	36.9
Extreme Aff Suburb	9	58.6		
	13	77.7	9-->13	19.1
	17IS	94.0	13-->17	16.3
			9-->17	35.4



41303

Age 9	Age 13	Age 17	Adult
44.0%	69.0%	84.2%	88.8%

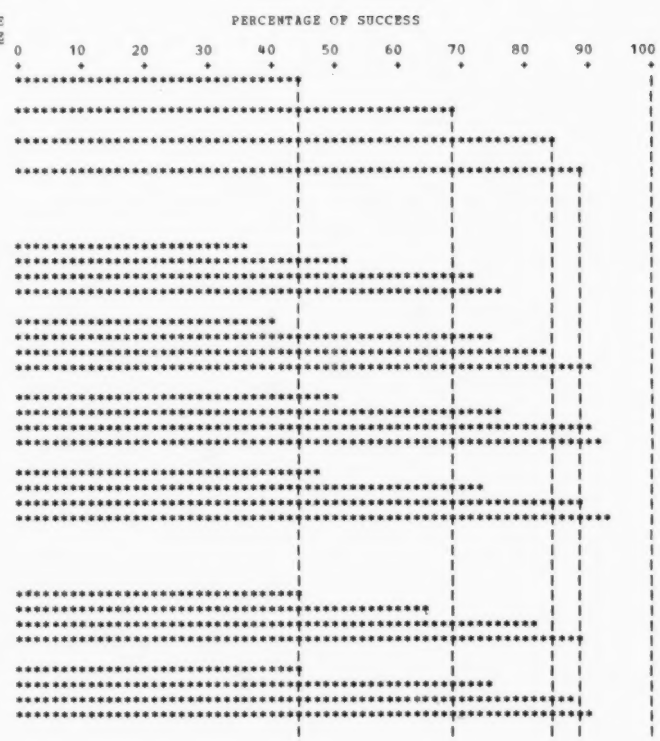
Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

Lawhead Game Room until 4:00 p.m.

```
N11 02  6/1  01*X413030 R10300R0                    9 13 17 A
T02 15  6/1  01*X413030 R10300R0                    9 13 17 A
S06 16  6/1  01*X413030 R10300R0                    9 13 17 A
A06 12  6/1  01*X413030 R10300R0                    9 13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	44.0		
	NATIONAL	13	69.0	9-->13	25.0
	NATIONAL	17	84.2	13-->17	15.2
	NATIONAL	Ad	88.8	17-->Ad	4.6
				9-->Ad	44.7
REGION					
	Southeast	9	36.0		
		13	51.8	9-->13	15.7
		17	70.9	13-->17	19.2
		Ad	76.1	17-->Ad	5.2
				9-->Ad	40.1
	West	9	39.5		
		13	74.7	9-->13	35.2
		17	83.2	13-->17	8.5
		Ad	90.2	17-->Ad	7.0
				9-->Ad	50.8
	Central	9	49.7		
		13	75.4	9-->13	25.7
		17	89.3	13-->17	13.9
		Ad	91.6	17-->Ad	2.3
				9-->Ad	41.9
	Northeast	9	47.6		
		13	73.4	9-->13	25.8
		17	89.1	13-->17	15.7
		Ad	92.9	17-->Ad	3.8
				9-->Ad	45.3
SEX					
	Male	9	43.9		
		13	64.7	9-->13	20.9
		17	81.2	13-->17	16.4
		Ad	88.2	17-->Ad	7.0
				9-->Ad	44.3
	Female	9	44.2		
		13	73.6	9-->13	29.4
		17	87.2	13-->17	13.6
		Ad	89.3	17-->Ad	2.1
				9-->Ad	45.1



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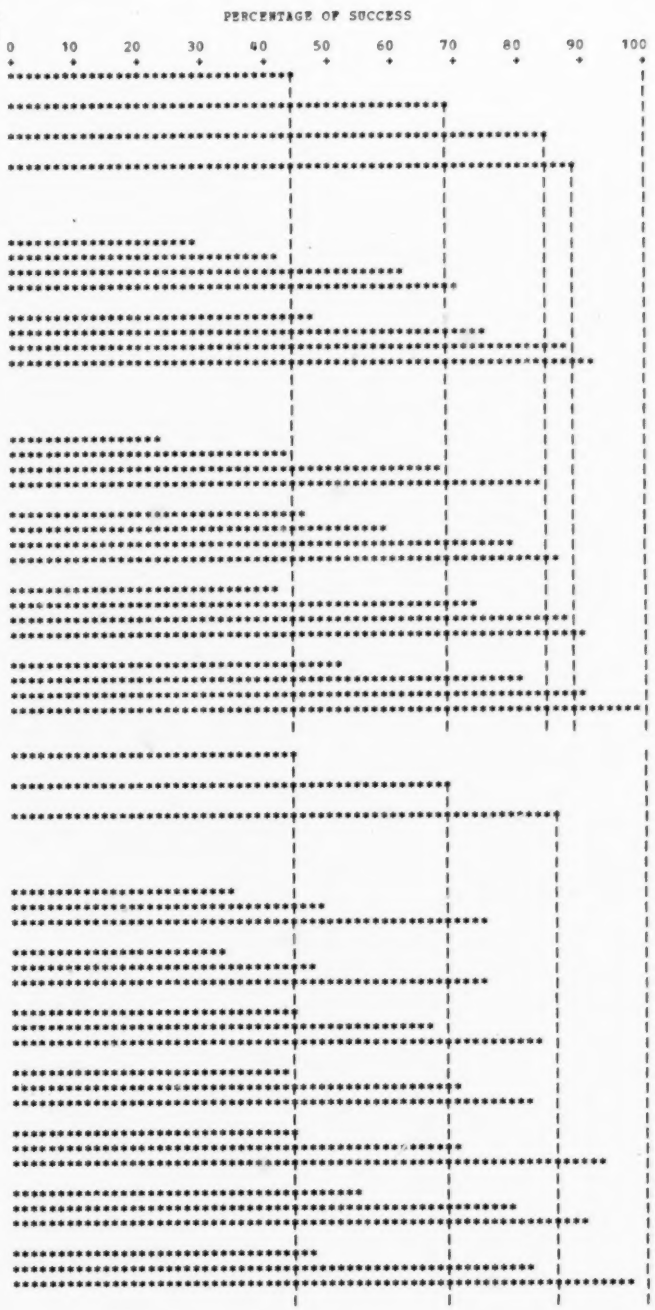
W11 02  6/1  01*X413030 R10300R0                    9 13 17 A
T02 15  6/1  01*X413030 R10300R0                    9 13 17 A
S06 16  6/1  01*X413030 R10300R0                    9 13 17 A
A06 12  6/1  01*X413030 R10300R0                    9 13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	9	44.0		
NATIONAL	13	69.0	9-->13	25.0
NATIONAL	17	84.2	13-->17	15.2
NATIONAL	Ad	88.8	17-->Ad	4.6
			9-->Ad	44.7
COLOR				
Black	9	29.0		
	13	41.2	9-->13	12.3
	17	61.9	13-->17	20.6
	Ad	70.2	17-->Ad	8.4
			9-->Ad	41.3
White	9	47.0		
	13	74.7	9-->13	27.7
	17	87.2	13-->17	12.4
	Ad	91.0	17-->Ad	3.9
			9-->Ad	44.0
PARENTAL EDUCATION				
No High School	9	22.3		
	13	42.7	9-->13	20.4
	17	66.7	13-->17	23.9
	Ad	83.3	17-->Ad	16.7
			9-->Ad	61.0
Some High School	9	45.3		
	13	58.5	9-->13	13.3
	17	78.5	13-->17	19.9
	Ad	85.8	17-->Ad	7.3
			9-->Ad	40.5
Graduated High Sch.	9	42.0		
	13	73.0	9-->13	31.0
	17	86.9	13-->17	13.9
	Ad	90.5	17-->Ad	3.6
			9-->Ad	48.5
Post High School	9	51.8		
	13	79.9	9-->13	28.0
	17	90.4	13-->17	10.6
	Ad	98.2	17-->Ad	7.8
			9-->Ad	46.3
NATIONAL	9	44.0		
NATIONAL	13	69.0	9-->13	25.0
NATIONAL	17IS	85.1	13-->17	16.1
			9-->17	41.1
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	34.1		
	13	49.3	9-->13	15.2
	17IS	74.7	13-->17	25.5
			9-->17	40.7
Extreme Rural	9	32.9		
	13	46.5	9-->13	13.6
	17IS	73.9	13-->17	27.4
			9-->17	41.0
Small City	9	43.9		
	13	66.4	9-->13	22.5
	17IS	83.1	13-->17	16.7
			9-->17	39.2
Medium City	9	42.4		
	13	70.5	9-->13	28.1
	17IS	81.5	13-->17	11.0
			9-->17	39.1
Rest Of Big City	9	44.7		
	13	69.6	9-->13	24.9
	17IS	92.4	13-->17	22.8
			9-->17	47.7
Suburban Fringe	9	54.7		
	13	79.0	9-->13	24.3
	17IS	90.3	13-->17	11.3
			9-->17	35.6
Extreme Aff Suburb	9	47.4		
	13	82.0	9-->13	34.6
	17IS	97.1	13-->17	15.1
			9-->17	49.7



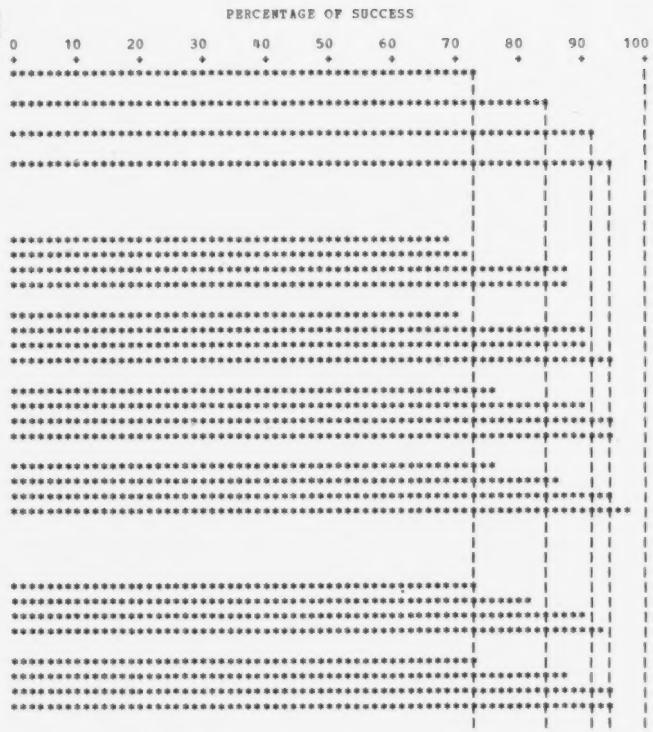
41304

Age 9	Age 13	Age 17	Adult	At what time are the cartoons shown?
73.1%	84.4%	92.0%	93.7%	2:00 p.m.

N11 02 8/1 01*X413040 R10300R0 9 13 17 A
T02 15 8/1 01*X413040 R10300R0 9 13 17 A
S06 16 8/1 01*X413040 R10300R0 9 13 17 A
A06 12 8/1 01*X413040 R10300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	73.0		
NATIONAL	13	84.4	9-->13	11.3
NATIONAL	17	92.0	13-->17	7.7
NATIONAL	Ad	93.7	17-->Ad	1.6
			9-->Ad	20.6
REGION				
Southeast	9	68.5		
	13	71.7	9-->13	3.2
	17	87.7	13-->17	16.1
	Ad	86.5	17-->Ad	-1.2
			9-->Ad	18.0
West	9	70.0		
	13	89.4	9-->13	19.4
	17	89.8	13-->17	0.4
	Ad	94.3	17-->Ad	4.6
			9-->Ad	24.4
Central	9	75.7		
	13	89.9	9-->13	14.1
	17	94.7	13-->17	4.8
	Ad	94.9	17-->Ad	0.2
			9-->Ad	19.1
Northeast	9	76.1		
	13	85.8	9-->13	9.8
	17	94.1	13-->17	8.2
	Ad	96.6	17-->Ad	2.6
			9-->Ad	20.6
SEX				
Male	9	72.9		
	13	81.3	9-->13	8.4
	17	89.9	13-->17	8.6
	Ad	93.4	17-->Ad	3.5
			9-->Ad	20.5
Female	9	73.2		
	13	87.6	9-->13	14.4
	17	94.2	13-->17	6.6
	Ad	94.0	17-->Ad	-0.2
			9-->Ad	20.8



41305

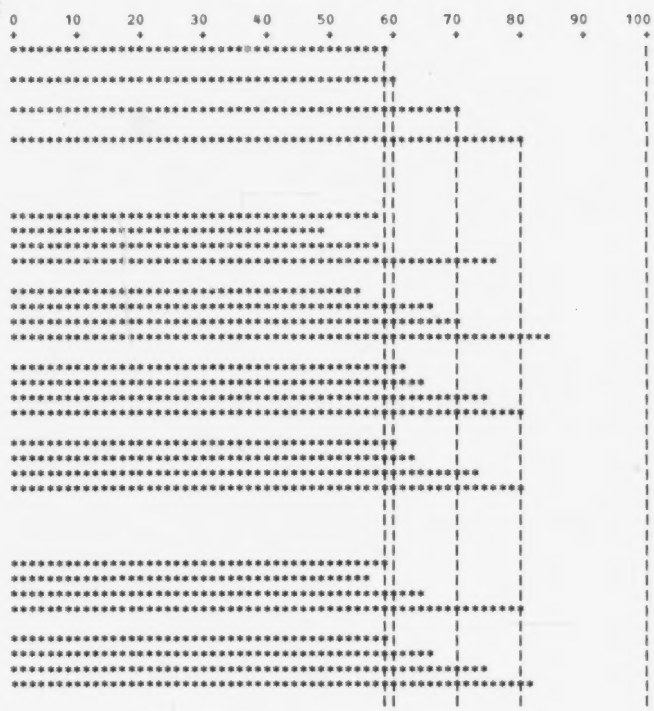
Nat'l %
Choosing
Each Answer

Age 9	Age 13	Age 17	Adult		How long is the program on Channel 6 at 3:00 p.m.?
17.1%	14.8%	9.3%	10.5%	○	30 minutes
58.9%	60.5%	69.4%	80.4%	●	60 minutes
8.2%	2.9%	1.2%	1.9%	○	90 minutes
2.1%	1.0%	0.3%	0.5%	○	120 minutes
12.2%	14.8%	13.9%	5.8%	○	I don't know.
1.5%	6.0%	5.9%	0.9%		No response

```
N11 02 10/1  02*X413050 R10300R0                    9 13 17 A
T02 15 10/1  02*X413050 R10300R0                    9 13 17 A
S06 16 10/1  02*X413050 R10300R0                    9 13 17 A
A06 12 10/1  02*X413050 R10300R0                    9 13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	58.9		
	NATIONAL	13	60.5	9-->13	1.6
	NATIONAL	17	69.4	13-->17	8.9
	NATIONAL	Ad	80.4	17-->Ad	11.0
				9-->Ad	21.5
REGION					
	Southeast	9	57.7		
		13	49.0	9-->13	-8.8
		17	56.9	13-->17	8.0
		Ad	76.1	17-->Ad	19.2
				9-->Ad	18.4
	West	9	53.7		
		13	65.1	9-->13	11.4
		17	70.0	13-->17	4.9
		Ad	84.4	17-->Ad	14.4
				9-->Ad	30.7
	Central	9	61.9		
		13	64.1	9-->13	2.1
		17	74.6	13-->17	10.6
		Ad	79.9	17-->Ad	5.2
				9-->Ad	17.9
	Northeast	9	60.5		
		13	63.4	9-->13	2.9
		17	72.2	13-->17	8.8
		Ad	80.4	17-->Ad	8.1
				9-->Ad	19.9
SEX					
	Male	9	59.0		
		13	55.6	9-->13	-3.4
		17	64.8	13-->17	9.2
		Ad	79.8	17-->Ad	15.0
				9-->Ad	20.8
	Female	9	58.7		
		13	65.8	9-->13	7.0
		17	74.0	13-->17	8.2
		Ad	81.0	17-->Ad	7.1
				9-->Ad	22.3



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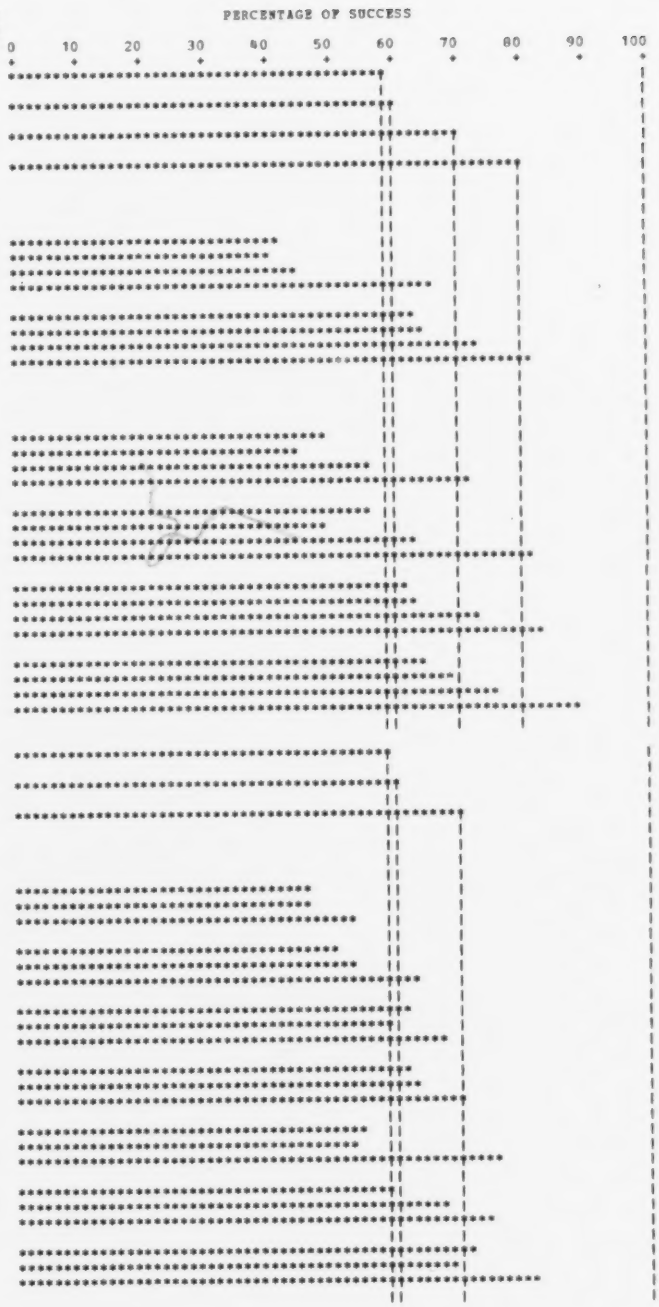
N11 02 10/1  02*X413050 R10300R0                    9 13 17 A
T02 15 10/1  02*X413050 R10300R0                    9 13 17 A
S06 16 10/1  02*X413050 R10300R0                    9 13 17 A
A06 12 10/1  02*X413050 R10300R0                    9 13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	9	58.9		
	NATIONAL	13	60.5	9-->13	1.6
	NATIONAL	17	69.4	13-->17	8.9
	NATIONAL	Ad	80.4	17-->Ad	11.0
				9-->Ad	21.5
COLOR					
	Black	9	40.7		
		13	39.4	9-->13	-1.3
		17	43.8	13-->17	4.4
		Ad	65.8	17-->Ad	22.1
				9-->Ad	25.1
	White	9	62.2		
		13	64.9	9-->13	2.6
		17	72.6	13-->17	7.8
		Ad	82.1	17-->Ad	9.5
				9-->Ad	19.9
PARENTAL EDUCATION					
	No High School	9	49.0		
		13	43.6	9-->13	-5.4
		17	55.0	13-->17	11.4
		Ad	71.1	17-->Ad	16.1
				9-->Ad	22.1
	Some High School	9	56.0		
		13	49.1	9-->13	-7.0
		17	62.6	13-->17	13.6
		Ad	82.0	17-->Ad	19.4
				9-->Ad	26.0
	Graduated High Sch.	9	61.0		
		13	63.4	9-->13	2.4
		17	73.0	13-->17	9.6
		Ad	83.5	17-->Ad	10.5
				9-->Ad	22.6
	Post High School	9	64.1		
		13	69.1	9-->13	5.0
		17	75.2	13-->17	6.1
		Ad	89.3	17-->Ad	14.1
				9-->Ad	25.2
	NATIONAL	9	58.9		
	NATIONAL	13	60.5	9-->13	1.6
	NATIONAL	17IS	70.0	13-->17	9.5
				9-->17	11.2
SIZE-AND-TYPE OF COMMUNITY					
	Extreme Inner City	9	46.2		
		13	45.9	9-->13	-0.3
		17IS	52.4	13-->17	6.6
				9-->17	6.2
	Extreme Rural	9	50.7		
		13	52.4	9-->13	1.7
		17IS	62.2	13-->17	9.7
				9-->17	11.5
	Small City	9	60.9		
		13	58.9	9-->13	-2.0
		17IS	67.1	13-->17	8.2
				9-->17	6.2
	Medium City	9	61.9		
		13	62.8	9-->13	0.8
		17IS	70.2	13-->17	7.5
				9-->17	8.3
	Rest Of Big City	9	53.6		
		13	52.6	9-->13	-1.0
		17IS	75.6	13-->17	23.0
				9-->17	22.0
	Suburban Fringe	9	58.2		
		13	66.6	9-->13	8.5
		17IS	74.9	13-->17	8.3
				9-->17	16.8
	Extreme Aff Suburb	9	71.0		
		13	69.0	9-->13	-2.1
		17IS	82.0	13-->17	13.0
				9-->17	11.0



Exercise 413 -- Ages 9, 13, 17 and Adult

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 37%, 68%, 84% and 84% of individuals at the respective age levels were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 48%, 72%, 85% and 88% of individuals at the respective age levels could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 44%, 69%, 84% and 89% of individuals at the respective age levels could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 73%, 84%, 92% and 94% of individuals at the respective age levels could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 59%, 61%, 69% and 80% of individuals at the respective age levels could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes.

Exercise 415 -- Ages 13 and 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding, and

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young generation has done that continually from early youth.*

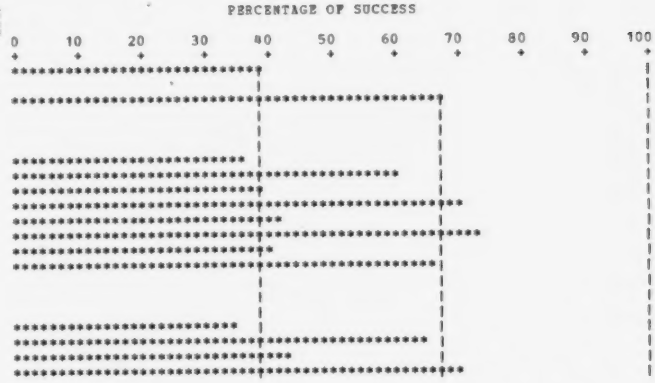
Nat'l % Choosing Each Answer		Where would you MOST likely find this paragraph?
Age 13	Age 17	
13.2%	4.9%	○ In the encyclopedia
38.7%	67.1%	● In a collection of essays
2.0%	1.1%	○ On a sports page
36.8%	21.1%	○ In the Dictionary of American Slang
9.0%	5.1%	○ I don't know.
0.8%	0.7%	No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of the New York Times Company.

T01 09 4/1 02*X415011 R10000R0 13 17
S08 11 4/1 02*X415011 R10000R0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	38.7		
	NATIONAL	17	67.0	13-->17	28.4
REGION					
	Southeast	13	35.3		
		17	59.6	13-->17	24.3
	West	13	38.9		
		17	69.7	13-->17	30.8
	Central	13	40.8		
		17	72.2	13-->17	31.5
	Northeast	13	39.4		
		17	65.2	13-->17	25.8
SEX					
	Male	13	34.4		
		17	64.8	13-->17	30.3
	Female	13	43.1		
		17	69.3	13-->17	26.2



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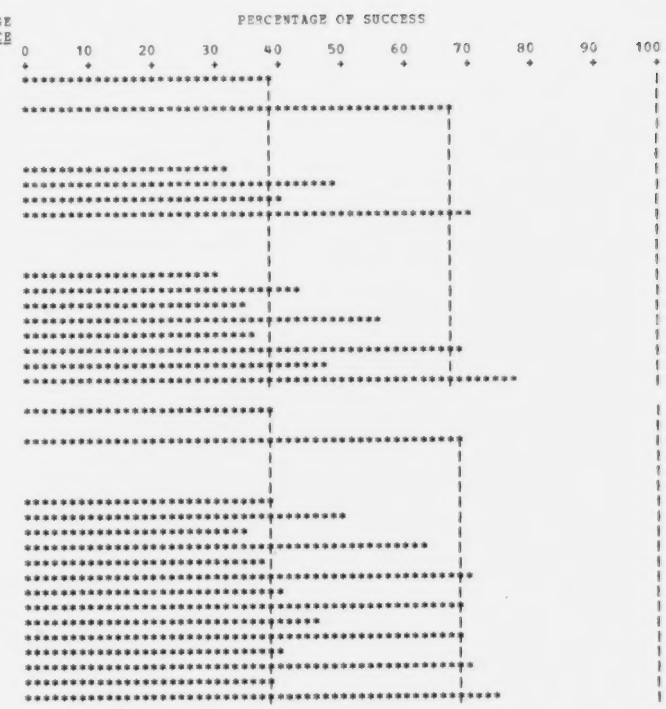
T01 29  4/1  02*X415011 R10000R0                    13 17
S08 11  4/1  02*X415011 R1000080                    13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	38.7		
NATIONAL	17	67.0	13-->17	28.4
COLOR				
Black	13	30.9		
	17	49.0	13-->17	18.1
White	13	40.0		
	17	69.9	13-->17	29.9
PARENTAL EDUCATION				
No High School	13	29.7		
	17	42.7	13-->17	13.0
Some High School	13	34.2		
	17	55.3	13-->17	21.1
Graduated High Sch.	13	36.2		
	17	69.1	13-->17	32.8
Post High School	13	46.4		
	17	76.5	13-->17	30.1
NATIONAL	13	38.7		
NATIONAL	17IS	68.0	13-->17	29.3
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	39.0		
	17IS	49.8	13-->17	10.8
Extreme Rural	13	34.9		
	17IS	63.5	13-->17	28.6
Small City	13	36.5		
	17IS	69.6	13-->17	33.1
Medium City	13	39.6		
	17IS	69.1	13-->17	29.5
Rest Of Big City	13	45.7		
	17IS	68.3	13-->17	22.6
Suburban Fringe	13	40.6		
	17IS	70.2	13-->17	29.6
Extreme Aff Suburb	13	38.1		
	17IS	74.7	13-->17	36.6



Exercise 415 -- Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the meaning of the word "beat" as used in the "beat" generation. Thirty-nine percent of 13-year-olds and 67% of 17-year-olds recognized that the passage would most likely be found in a collection of essays--a 28% gain from age 13 to age 17. At both age levels, most of those who failed--37% at age 13 and 21% at age 17--thought it would be found in the Dictionary of American Slang.

Exercise 420 -- Ages 13 and 17

Read the table of contents from a weekly news magazine and answer the questions which follow it.

Art	54	People	37
Books	82	National	11
Business	71	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Television	45
Medicine	59	Theater	64
Music	46	World	24

42001

Nat'l % Choosing Each Answer		Under what heading would you look to locate the reviews of a current movie?
Age 13	Age 17	
26.3%	61.7%	● Cinema
2.6%	0.8%	○ Business
54.2%	30.7%	○ Theater
12.7%	5.6%	○ Television
3.3%	1.1%	○ I don't know.
0.9%	0.2%	No response

T10 04 3/1 01*X420010 R10300R0 13 17
S08 08 3/1 01*X420010 R10300R0 13 17

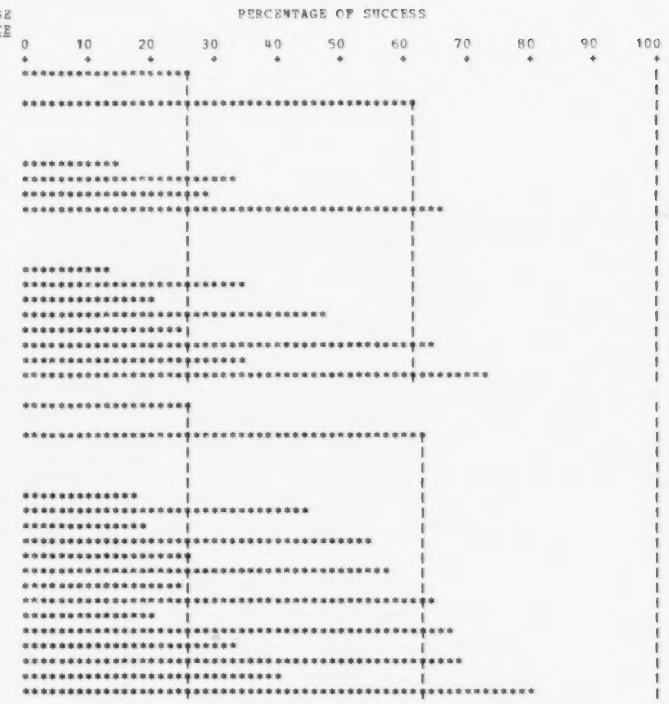
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	26.3		
NATIONAL	17	61.7	13-->17	35.4
REGION				
Southeast	13	19.2		
	17	46.6	13-->17	27.4
West	13	28.1		
	17	65.9	13-->17	37.8
Central	13	28.7		
	17	65.4	13-->17	36.6
Northeast	13	28.9		
	17	67.0	13-->17	38.1
SEX				
Male	13	28.1		
	17	60.9	13-->17	32.8
Female	13	24.6		
	17	62.5	13-->17	37.9

T10 04 3/1 01*X420010 R10300R0 13 17
S08 08 3/1 01*X420010 R10300R0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	26.3		
NATIONAL	17	61.7	13-->17	35.4
COLOR				
Black	13	13.8		
	17	32.8	13-->17	18.9
White	13	29.0		
	17	66.0	13-->17	37.0
PARENTAL EDUCATION				
No High School	13	13.3		
	17	33.7	13-->17	20.4
Some High School	13	19.3		
	17	46.7	13-->17	27.3
Graduated High Sch.	13	24.9		
	17	63.8	13-->17	38.9
Post High School	13	34.7		
	17	72.7	13-->17	38.0
NATIONAL	13	26.3		
NATIONAL	17IS	62.8	13-->17	36.5
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	17.8		
	17IS	44.6	13-->17	26.8
Extreme Rural	13	19.1		
	17IS	54.5	13-->17	35.4
Small City	13	25.1		
	17IS	57.8	13-->17	32.7
Medium City	13	24.1		
	17IS	64.4	13-->17	40.3
Rest Of Big City	13	20.2		
	17IS	66.5	13-->17	46.4
Suburban Fringe	13	32.9		
	17IS	67.9	13-->17	35.0
Extreme Aff Suburb	13	39.3		
	17IS	79.7	13-->17	40.5



42002

Nat'l % Choosing Each Answer		On which page would you find science news?
Age 13	Age 17	
0.6%	0.2%	○ 37
94.9%	95.7%	● 51
1.0%	0.7%	○ 64
1.3%	0.4%	○ 81
1.5%	1.3%	○ I don't know.
0.7%	1.7%	No response

T10 04 4/1 02*X420020 R1030080 13 17
S08 08 4/1 02*X420020 R1030080 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE		PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
NATIONAL	13	94.9			**********
NATIONAL	17	95.7	13-->17	0.8	**********
REGION					
Southeast	13	90.9			**********
	17	92.7	13-->17	1.8	**********
West	13	96.5			**********
	17	96.3	13-->17	-0.2	**********
Central	13	96.6			**********
	17	95.6	13-->17	-1.1	**********
Northeast	13	95.5			**********
	17	97.8	13-->17	2.3	**********
SEX					
Male	13	93.0			**********
	17	94.4	13-->17	1.4	**********
Female	13	96.7			**********
	17	97.0	13-->17	0.2	**********

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T10 04  8/1  02*X420020 81030080                    13 17
S08 08  8/1  02*X420020 81030080                    13 17
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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS 0 10 20 30 40 50 60 70 80 90 100
NATIONAL	13	98.9			
NATIONAL	17	95.7	13-->17	0.8	
COLOR					
Black	13	85.8			
	17	86.5	13-->17	1.1	
White	13	96.8			
	17	97.1	13-->17	0.3	
PARENTAL EDUCATION					
No High School	13	86.5			
	17	86.3	13-->17	-0.2	
Some High School	13	96.9			
	17	95.0	13-->17	-1.9	
Graduated High Sch.	13	96.4			
	17	95.9	13-->17	-0.5	
Post High School	13	96.9			
	17	98.4	13-->17	1.5	
NATIONAL	13	94.4			
NATIONAL	17IS	95.2	13-->17	0.8	
SIZE-AND-TYPE OF COMMUNITY					
Extreme Inner City	13	92.6			
	17IS	92.4	13-->17	-0.1	
Extreme Rural	13	91.6			
	17IS	94.9	13-->17	3.2	
Small City	13	95.3			
	17IS	94.2	13-->17	-1.1	
Medium City	13	93.8			
	17IS	97.3	13-->17	3.5	
Rest Of Big City	13	97.5			
	17IS	97.8	13-->17	0.2	
Suburban Fringe	13	95.7			
	17IS	96.0	13-->17	0.3	
Extreme Aff Suburb	13	99.0			
	17IS	98.3	13-->17	-0.8	

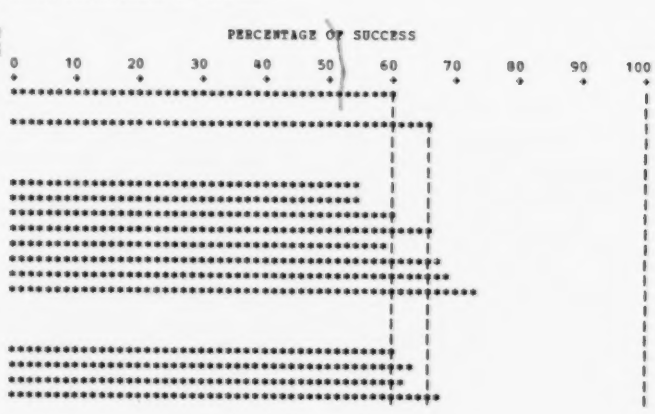
42003

Nat'l % Choosing Each Answer			Which article would you be MOST likely to find in this magazine?
Age 13	Age 17		
12.0%	7.9%	○	"The Life of Lou Gehrig"
2.7%	3.0%	○	"How to Become a Golf Expert"
6.8%	3.7%	○	"A History of Baseball in America"
60.3%	65.1%	●	"Outstanding Sports Events of the Week"
16.8%	16.6%	○	I don't know.
1.4%	3.8%		No response

T10 04 5/1 04*X420030 R10300R0 13 17
S08 08 5/1 04*X420030 R10300R0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	60.3		
	NATIONAL	17	65.0	13-->17	4.8
REGION					
	Southeast	13	53.9		
		17	53.7	13-->17	-0.2
	West	13	59.5		
		17	65.8	13-->17	6.3
	Central	13	59.1		
		17	66.5	13-->17	7.3
	Northeast	13	68.2		
		17	72.7	13-->17	4.5
SEX					
	Male	13	59.6		
		17	63.1	13-->17	3.5
	Female	13	61.0		
		17	67.0	13-->17	6.0



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T10 04  5/1  04*X420030 R10300R0                    13 17
S08 08  5/1  04*X420030 R10300R0                    13 17
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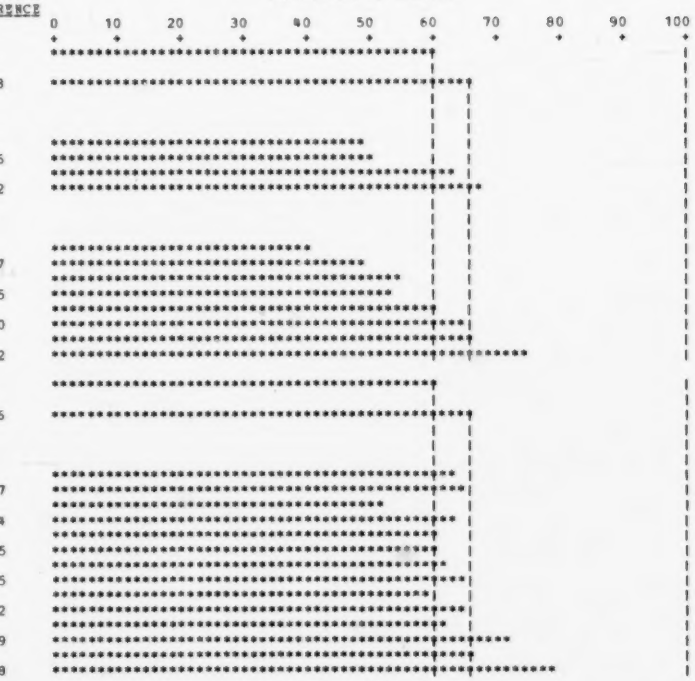
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	60.3		
NATIONAL	17	65.0	13-->17	4.8
COLOR				
Black	13	49.0		
	17	49.7	13-->17	0.6
White	13	62.8		
	17	67.0	13-->17	4.2
PARENTAL EDUCATION				
No High School	13	39.4		
	17	49.1	13-->17	9.7
Some High School	13	54.7		
	17	53.3	13-->17	-1.5
Graduated High Sch.	13	59.9		
	17	64.9	13-->17	5.0
Post High School	13	65.9		
	17	74.1	13-->17	8.2
NATIONAL	13	60.3		
NATIONAL	17IS	65.9	13-->17	5.6
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	63.1		
	17IS	63.7	13-->17	0.7
Extreme Rural	13	51.4		
	17IS	62.8	13-->17	11.4
Small City	13	59.9		
	17IS	59.4	13-->17	-0.5
Medium City	13	60.9		
	17IS	64.4	13-->17	3.5
Best Of Big City	13	58.7		
	17IS	63.9	13-->17	5.2
Suburban Fringe	13	61.1		
	17IS	71.0	13-->17	9.9
Extreme Aff Suburb	13	65.2		
	17IS	78.9	13-->17	13.8



Exercise 420 -- Ages 13 and 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

This exercise presents a table of contents such as might be found in a weekly news magazine. On part 42001, 26% of 13-year-olds and 62% of 17-year-olds correctly answered that the reviews of a current movie would be located in the cinema section. However, 54% of 13-year-olds and 31% of 17-year-olds said "theater." On part 42002, 95% of 13-year-olds and 96% of 17-year-olds correctly gave the page where they could find the science news. On part 42003, 60% of 13-year-olds and 65% of 17-year-olds correctly stated that, of the titles given, they would most likely find "Outstanding Sports Events of the Week" in a weekly news magazine. This represents a percentage increase of only 5 from age 13 to age 17. At both age levels, 17% admitted not knowing the answer.

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